

URBAN/MUNICIPAL
CA4 ON HBL W26
A32 1989

AGENDA OF THE DEVELOPMENT
COMMITTEE OF THE BOARD OF
EDUCATION OF THE CITY OF
HAMILTON

1989 01 05

Chairman and Members of the Development Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen:

Update: Outdoor Education Program Review, Grades 7 - OAC

RECOMMENDATIONS:

1. That the Outdoor Education Steering Committee report to the Development Committee of the Board through Gail Rappolt, Assistant Superintendent of Curriculum, no later than June 1989.
2. That the report identify Outdoor Education programs and resources currently available to students in the Hamilton System, assess the need for any future changes and make recommendations based on those findings.
3. That 2 trustees be selected as members of the Outdoor Education Steering Committee.

This update has been prepared in response to the motion moved by Mrs. S. Bell and seconded by Mr. B. Allan at the July 1988 meeting of the Board of Education (see appendix I).

As stated in the job posting (see appendix II), the Outdoor Education Program grades 7 - OAC is under review in the 1988 - 1989 school year. The role of the Special Assignment teacher is to provide "support" at Christie Conservation Centre for teachers wishing to use the facility, but the major focus of the role is to conduct a thorough program review. Mr. Jack Lee is currently undertaking this assignment and his duties and accomplishments to date are shown in Appendix III. In Appendix IV, statistical data about student usage at Christie and Glen Road is shown for Sept. - Dec. 1988.

As you can see, a large number of classes were served by Mr. Lee as a single teacher, considering the other functions he has been carrying out. Mr. Lee had the help of a supply teacher in science for 29 classes of grade 10 biology, attended over a 21 day period. This supply teacher time was formerly applied at the school level to free an extra teacher.

It is important for teachers and members of the community to understand that unless we continually add staff, we must cut back in some areas, at least temporarily, until we review the situation and make well-designed plans for the future. It is hoped that the Outdoor Education Review will provide direction and that in the near future such well-thought out plans will be presented to senior officials and trustees.

Prepared by: Jack Lee,
Outdoor Education Special Assignment Teacher

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: K. A. Rielly
Director of Education

APPENDIX I

from Hamilton Spectator

From July 1988 Board of Education Meeting

In pursuance of the notice she gave at the last regular meeting, it was moved by Mrs. Bell and seconded by Mr. Allen: That the Outdoor Education Programme be monitored in the first few months of the new school year and a report be given at the January meeting of the Development Committee to determine any adverse effect of this cut on the children in the classroom.

Trustee Bell recalled the budget deliberations whereby half of the staff was cut. Since then, concerns on the impact to the students have arisen especially for students in the inner city.

Trustee Baskin understood there are two people on staff and the cut was by one-third.

Trustee Derwiler suggested other means may be taken to undertake the programme at a lesser expense, but she agreed the programme should not suffer.

While Trustee Mulholland supported the motion, he cautioned the members when they make cuts during the budget process, and then proceed to put the cuts back in.

Trustee Hicks supported the motion but he recalled the Outdoor Education programme was re-organized, and it was not a budget cut. The Director replied that is correct.

Trustee Allen cited safety concerns and referred to an example of taking a group of children to a very large conservation area.

FRIDAY, JULY 22, 1988 C3

Board to watch cutback of special program

A STAFF cutback in the outdoor education program run by Hamilton's public school board must not deprive youngsters of the benefits of that program, trustees agreed last night.

Instead of three outdoor education resource teachers, the board will have only two. Trustee Sandi Bell said she felt "extremely uncomfortable" about the reduction, because she feared it could have an impact on the number of children served — especially inner-city youngsters not exposed to camping and other outdoor experiences.

The board approved her motion that the program be monitored in the first few months of the school year, to determine if the cut adversely affects children in the classroom. A report will go to the development committee in January.

Although supporting the motion, Trustee Ray Mulholland cautioned the board about the dangers of replacing items cut in the budget process.

"Once the budget is set, we as people sitting around the board table have to live with that," said Mr. Mulholland.

Referring to the board's outdoor education centre at Christie Conservation Area, Trustee Bert Allen said adequate supervision is needed for safety reasons in such large areas.

After the meeting, Education Director Arnold Krever said the staff reduction was part of the board's re-organization, and should not result in fewer outdoor education trips for students.

"The classroom teachers will be taking a more active part in the activities, which we think is good," Mr. Krever explained.

APPENDIX

THE HISTORY OF THE

REIGN OF

CHARLES

THE FIRST

OF GREAT BRITAIN

AND IRELAND

IN THE

SEVENTEENTH

CENTURY

BY

JOHN

WILKINS

OF THE

UNIVERSITY OF

THE HISTORY OF THE

REIGN OF

CHARLES

THE FIRST

OF GREAT BRITAIN

AND IRELAND

IN THE

SEVENTEENTH

CENTURY

BY

JOHN

WILKINS

OF THE

PLEASE POST

**OFFICE OF THE SUPERINTENDENT OF CURRICULUM
AND SPECIAL SERVICES**

PAGE 4.

The Education Centre, Hamilton

1988 06 10

Applications are invited from members of the permanent teaching staff of the Board of Education for the City of Hamilton, including teachers in positions of responsibility, for a

SPECIAL ASSIGNMENT

Tasks:**Outdoor Education Review**

Under the Supervision of the Superintendent of Curriculum and Special Services through the Assistant Superintendent of Curriculum:

1. to provide support for teachers who wish to use the facilities at Christie Conservation Area
2. to develop a long range plan, in consultation with a system review committee, for out of class experiences and field study in new OS:IS curriculum grades 7-O.A.C.
3. to prepare an inventory of current sites, resources and programs that exist in the Hamilton area

Responsible to:

The Superintendent of Curriculum and Special Services through the Assistant Superintendent of Curriculum.

Date and Conditions of Appointment:

1988 09 01 - 1989 06 30

Salary and working conditions will be subject to the terms of the collective agreement with the appropriate elementary or secondary teachers' federation.

Applications:

Applications should be forwarded by noon of **June 24, 1988** to the following:

Mr. Peter Beveridge
Superintendent of Curriculum and
Special Services (Designate)
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario L8N 3L1

Decision Process:

The Superintendent/Assistant Superintendents of Curriculum, Special Services will use the following criteria for selection:

- attached role description
 - record of success at similar tasks
 - demonstrated interest in and understanding of the task
 - recommendation of principal and/or co-ordinator
- This process does not necessarily include an interview

Note:

1. Please submit the following in your application:
 - a 1 page statement outlining how you would approach the task(s)
 - a brief letter stating how your experience and qualifications have prepared you for the assignment
2. For further information, please contact Gail Rappolt, Assistant Superintendent of Curriculum.

OFFICE OF THE ATTORNEY GENERAL
AND
DEPARTMENT OF JUSTICE
UNITED STATES OF AMERICA

UNITED STATES OF AMERICA

On this day, the 1st day of January, 1901, I, the undersigned, being duly sworn, depose and say that the within and foregoing is a true and correct copy of the original of the same, as the same appears from the records of the Department of Justice, and that the same is a true and correct copy of the original of the same, as the same appears from the records of the Department of Justice.

Subscribed and sworn to before me this 1st day of January, 1901.

Notary Public for the State of New York.

UNITED STATES OF AMERICA
DEPARTMENT OF JUSTICE
OFFICE OF THE ATTORNEY GENERAL
WASHINGTON, D. C.

UNITED STATES OF AMERICA
DEPARTMENT OF JUSTICE
OFFICE OF THE ATTORNEY GENERAL
WASHINGTON, D. C.

UNITED STATES OF AMERICA
DEPARTMENT OF JUSTICE
OFFICE OF THE ATTORNEY GENERAL
WASHINGTON, D. C.

APPENDIX III

Summary of Activities
Special Assignment Teacher (Outdoor Education)
September to December 1988

- A. Christie Outdoor Centre
- day to day operation of the centre
 - travel assignment for classes
 - teaching & facilitating programmes for teachers
 - budget for total Outdoor Education programme
 - inventory & equipment loans
 - review of trip applications
 - attendance at teacher meetings
- B. Data Gathering
- interviews with teachers, co-ordinator's, superintendents
 - interviews with outdoor educators
 - interviews and sharing with HRCA and RBG
 - visits to outdoor education facilities in other jurisdictions
 - professional reading
- C. Professional Development
- Project Adventure conference in the development and safety of Ropes Courses and the development of co-operative group dynamics through challenge
 - Council of Outdoor Educators of Ontario annual professional development conference
 - Crossing the Boundaries-a symposium to create better understanding and co-operation between environmentally-linked interest groups
 - Developing and Writing Effective Proposals- a one day seminar presented by the Ontario Council for Leadership in Educational Administration
 - Middle School Professional Activity Day
 - Ontario Physical and Health Education Association - Niagara Region Professional Activity Day
 - Hamilton-Wentworth-Halton symposium of Outdoor Educators to share information on programs and facilities.
- D. Please find etched a series of letters indicating:
- the type of review being conducted with each subject co-ordinator (Appendix IV)
 - the service being offered to schools-(Appendix VI)

Section 1

Section 1 of the Act provides that the Secretary of State shall have the power to make regulations for the purpose of giving effect to the provisions of the Act.

Section 2

Section 2 of the Act provides that the Secretary of State shall have the power to make regulations for the purpose of giving effect to the provisions of the Act.

Section 3

Section 3 of the Act provides that the Secretary of State shall have the power to make regulations for the purpose of giving effect to the provisions of the Act.

Section 4

Section 4 of the Act provides that the Secretary of State shall have the power to make regulations for the purpose of giving effect to the provisions of the Act.

Section 5

Section 5 of the Act provides that the Secretary of State shall have the power to make regulations for the purpose of giving effect to the provisions of the Act.

PART ASTATISTICAL INFORMATION FOR THE PERIODSEPTEMBER - DECEMBER 1987, 1988

	<u>GLEN ROAD</u>		<u>CHRISTIE</u>		<u>Student</u>
	<u>Class Visits</u>				<u>Visits</u>
	<u>1987</u>	<u>1988</u>	<u>1987</u>	<u>1988</u>	<u>1988</u>
September	17	26	27	28	594
October	38	42	32	23	587
November	39	42	33	6	140
December	11	11	-	-	-
Totals	<u>105</u>	<u>121</u>	<u>92</u>	<u>57</u>	<u>1321</u>

Usage of Christie Conservation Area by Subject

<u>Curriculum Area</u>	<u>Grade</u>	<u>No. Classes</u>
Art	6	1
Art	8	3
Art	S.S.	13
Math	9	1
P.E.	8	1
P.E.	12	1
Science	9	2
Science	10	29
Spec. Ed	-	6
		<u>57</u>

PART B

PAGE 7.

ADDITIONAL SERVICES

- CHRISTIE 1988 -

1. Equipment Loans:

- 6 schools have taken advantage of equipment loans to facilitate school-centred out-of-school programmes

2. Numerous trips out-of-school have been reviewed and given approval. This approval ensures effective planning, learning and safety precaution.

3. Middle-School Orienteering Programme

Jack Lee has co-ordinated orienteering events on two occasions.

Statistics are as follows:

Event 1	Gage Park	3 schools	90 students
Event 2	Churchill Park	3 schools	120 students

PART C

ADDITIONAL INFORMATION

Inner city schools have had equal opportunity of access and in some cases have had special encouragement to use the outdoor centres.

Dave Brown, teacher at the Glen Road Centre has worked with Donna Quigley, Area Supervisor of Area II, to ensure that inner city schools had access to cancellations at Glen Road whenever possible.

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY JAMES M. SMITH

NEW YORK: PUBLISHED BY

JOHN WILEY & SONS, 15 N. ASSATEZ ST.

NEW YORK

1887

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

October 24, 1988

Dear

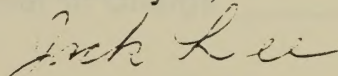
I would like to meet with you at your earliest convenience to discuss your specific subject area and the use of Christie Outdoor Education Centre.

As you are aware there have been changes in the Outdoor Education format for this school year. I would like to discuss:

- How and where outdoor settings fit best into your curriculum.
- How best to communicate with your specialist teacher groups 6 - 13 (OAC).
- How best to generate and receive new ideas for using Outdoor Education in your curriculum area (i.e. ideas that would utilize facilities anywhere in the Hamilton-Wentworth Region).
- Ideas for utilizing Christie Outdoor Centre for the remainder of 1988.

Please allow time for a 30-minute meeting. For your convenience just tear off the bottom of this letter and return it to Jack Lee, c/o Outdoor Education, 2nd Floor, Education Centre.

Thank you,



Jack Lee
Outdoor Education

I can meet with you at the following time. If this time is not convenient please indicate another date and time.

Date _____ Time _____ OK _____

Other _____

Middle School Principals

Outdoor Education

Greetings from the field.

My name is Jack Lee and I am extending an invitation to you, your students and staff to take part in an outdoor education experience during the months of November and December.

Yes, our classrooms and washrooms are heated. Each of the two classrooms can seat up to 40 students.

We are open to all subject areas and special education situations. Transportation will be arranged and paid for -- no fuss, no hassle.

I am available at Christie 627-1453 to assist teachers in planning and carrying out their programs. If schools or individual teachers have special themes they wish to work on which might involve the Christie Crooks' Hollow or Spencer Creek area please call to see what can be worked out. If not pre-booked for student use the Christie Centre is also available as a unique professional activity day setting.

If you or staff members wish to arrange a booking please call or fill out the attached request form and send it to Jack Lee c/o Outdoor Education, Education Centre.

School _____ Teacher in Charge _____

Curriculum Area and/or Theme:

Preferred Date: _____

Best time of day to receive call-backs to make arrangements:

Notes:

Middle School Principals

Director, Education

Memorandum for the Board

The Board is being asked to authorize an initiative to give your district and staff to take action on various education initiatives during the month of September and October.

The first initiative and workshop are listed below. Each of the two initiatives will cost up to \$10,000.

The first initiative is an ongoing effort and should be completed by January. The second initiative will be completed and paid for by June, or earlier.

The first initiative, titled "Initiative 1: To assist teachers in planning and carrying out their programs," is a series of workshops designed to help teachers who are new or who need extra help. The first workshop, titled "Planning and Carrying Out Programs," will be held on September 10, 1991, and will be held for a total of four days. The second workshop, titled "Planning and Carrying Out Programs," will be held on October 10, 1991, and will be held for a total of four days.

The second initiative, titled "Initiative 2: To assist teachers in planning and carrying out their programs," is a series of workshops designed to help teachers who are new or who need extra help. The first workshop, titled "Planning and Carrying Out Programs," will be held on September 10, 1991, and will be held for a total of four days. The second workshop, titled "Planning and Carrying Out Programs," will be held on October 10, 1991, and will be held for a total of four days.

Respectfully,
Director, Education

Enclosure (see below)

Initiative 1: To assist teachers in planning and carrying out their programs.
Initiative 2: To assist teachers in planning and carrying out their programs.

Page 1

MEMO

PAGE 10.

1988 12 02

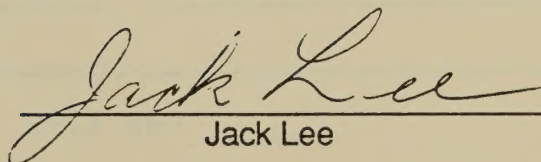
TO: Middle School Principals
FROM: Jack Lee, Outdoor Education

Re: Booking Dates

Greetings of the season!

Please distribute the enclosed material to all of the teachers in your Middle School. Encourage them to consider not only subject-specific outings but also integrated programs and advisor-advisee team sessions.

Thank you for your support.


Jack Lee

JL:jat
Encl.

1955

1955

TO: Mr. J. Edgar Hoover
FROM: Mr. J. Edgar Hoover

RE: [illegible]

[illegible]

[illegible]

[illegible]

[illegible signature]

1955

An Open Letter to Teachers:

PAGE 11.

Help yourself and your students to not only a break in the regular teaching routine, but an opportunity to discover more about your students and to facilitate their learning in a new medium. In the 1988-89 school year, the mode of operation at Christie is quite open-ended. That is to say programs can be negotiated and tailored to meet the perceived needs of your students. You, the teacher at the school, may take the role of key teacher or support teacher in the program depending on the focus chosen.

Physically the Centre can accommodate up to 60 students at one time. If the chosen program requires the on-site person, myself, to be the key teacher, then 30 or a normal class is the limit. Even these terms may be negotiated, however, given sufficient advance warning.

Once you have confirmed a date or dates, transportation will be arranged for you. Multiple dates in various combinations are a definite possibility. Full days are preferable to half days. Avoid delay, book today! Call or write:

Jack Lee
Christie Outdoor Education Centre
c/o Education Centre, 2nd Floor

Phones: Christie 627-1453
Education Centre 527-5092 ext. 364

Yours in the Outdoors,

Jack Lee

School _____ Class Levels _____

Teachers in charge _____

Other Adults _____

Full Day _____ Half Day _____

Preferred Dates _____ Alternate Dates _____

Type of Program _____

An Invitation to Outdoor Education

An Open Letter to Students:

Christie Outdoor Education Centre, and its resident teacher Mr. Jack Lee, invite you and your schoolmates to come out and enjoy our facilities. We are open for business every school day and welcome company! We are a school but our location in the wide-open spaces of Christie Conservation Area, by the lake, make us quite a bit different than your own school. Talk to your teacher, your principal, and any other adult who might like to help with your class. Help them organize a trip to Christie. It will be an interesting day, unlike any other in your school year.

I'll be seeing you in the outdoors!

Your Outdoor Education Teacher,

Mr. Jack Lee

JL:mm

THE HISTORY OF THE UNITED STATES

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of a young nation that grew from a small colony of settlers to a powerful world superpower. It is a story of the struggles and triumphs of a people who fought for freedom and justice. The story begins with the first settlers who came to the New World in search of a better life. They faced many hardships, but they persevered and built a new society. The story continues with the American Revolution, the Civil War, and the rise of the United States as a world power. It is a story of the American dream and the pursuit of happiness.

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The Hamilton Board of Education,
P.O. Box 2558,
Hamilton, Ontario,
L8N 3L1,
1988 12 21.

To the Chairman and Members,
The Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

On December 12, 1988, Frank Kelly, Superintendent of Schools for Area 2 and Rick Binns, Superintendent of Schools for Area 3, reported to the Secondary School Study Committee on behalf of the sub-committee dealing with the relocation of the Albion students.

It was the opinion of the Secondary School Study Committee that there was neither sufficient time nor information available to permit the Committee to make a recommendation to the January meeting of the Development Committee regarding the relocation of the Albion students. Consideration of the various options will be continued at the January 6, 1989 meeting of the Secondary School Study Committee.

At the meeting of January 6, 1989, Mr. Binns will also report on meetings which he has held with the Albion students and the parents of Albion students subsequent to the Secondary School Study Committee meeting of December 12, 1988. Mr. Orlando will also report on the timelines required to effect the various options.

It is the intention of the Secondary School Study Committee to submit a recommendation to the Development Committee in February, with respect to the relocation of the Albion students.

Prepared and Submitted by: A. L. Stockwell, Associate Director of Education
Approved by: K. A. Rielly, Director of Education and Secretary

The following is a list of the
names of the persons who
were present at the meeting
held on the 11th of
the month of May.

In the presence of the
Hon. Mr. Justice
and the Hon. Mr. Justice
and the Hon. Mr. Justice

and the Hon. Mr. Justice

The following is a list of the
names of the persons who
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the month of May.

The Chairman & Members
Development Committee
The Board of Education for the
City of Hamilton

Ladies & Gentlemen:

UPDATE - PILOT PROGRAM IN NATIVE LANGUAGES (MOHAWK)

Recommendation: That this report be received for information.

BACKGROUND

In April, 1988, the Board of Education for the City of Hamilton approved a recommendation to implement a program in native languages (Mohawk) on a pilot basis starting in September, 1989.

PROGRESS

- . Meetings were held in May, June, September and October with Ministry of Education personnel regarding program and materials.
- . A budget request for 1989 was submitted based upon the assumption that there would be sufficient interest in this program to require one fulltime teacher.
- . A meeting was held in November with representatives from the native peoples' organizations in the city to discuss possible locations for the pilot program and a process for determining the actual demand for the program.
- . In mid-December an information letter and an "Intent to Register" form were sent home with all elementary students and copies were made available to secondary students. Additional forms were provided to the Hamilton Region Indian Centre for distribution. The completed forms are to be returned to Research Services during the week of January 9th. See Appendix A.

FUTURE ACTION

A full report with recommendations will be brought to the Board once the results of the "Intent to Register" form have been analyzed and there is an accurate indication of expected enrolment and accommodation needs.

Prepared by : J. Hill, Co-ordinator of Languages

Submitted by: G. Rappolt, Assistant Superintendent of Curriculum

Approved by : K. A. Rielly, Director of Education

City of London
The Mayor
The City of London
The City of London

THE CITY OF LONDON

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THE CITY OF LONDON

The Board of Education for the City of Hamilton

OFFICE OF THE
Superintendent of Curriculum and
Special & Educational Services



100 MAIN STREET WEST
HAMILTON, ONTARIO
TELEPHONE (416) 527-5092
FAX 521-2536

PAGE 15.

MAILING ADDRESS
P.O. BOX 2558
HAMILTON, ONT.
L8N 3L1

1988 12 05

Dear Parents:

RE: PROGRAM IN NATIVE LANGUAGES (MOHAWK)

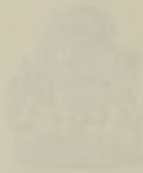
The Hamilton Board of Education is planning to provide instruction to students interested in a native language program (MOHAWK) beginning in September, 1989. This program will be provided during the school day and may be taken by native as well as non-native students.

The initial phase of the pilot program will provide 40 minutes of daily instruction in Mohawk as a second language for students who will be in Grades 1, 2, 3, 4 and 5 as of September, 1989. It is intended that a Grade 6 to 8 program will be added in future years and that students who start the elementary program will have the opportunity to continue their program at the secondary level.

If there is sufficient enrolment, the Board intends to provide the Mohawk language program at two locations in 1989-90:

AREA 3	Hillsdale School Corner of Melvin and Eastwood Streets
-----------	---

AREA 2	<i>one of</i> [Queen Mary School [1292 Cannon Street East] <i>or</i> [Adelaide Hoodless School [71 Maplewood Avenue]	<i>The information provided on the "Intent to Register" form will help determine which school is selected for the Mohawk Program in Area 2.</i>
-----------	---	---



100 KING STREET WEST
HAMILTON, ONTARIO
L8N 3Z5
TEL: (905) 571-3131

1995-1996

Item 10.00

PROGRAM: Native Language Program

The Hamilton Board of Education is pleased to provide instruction in students' first language. The program is designed to provide students with a strong foundation in their first language and to develop their academic skills in that language. The program will be provided during the school day and may be offered in the form of a full-time or part-time program.

The purpose of the program is to provide students with a strong foundation in their first language and to develop their academic skills in that language. The program will be provided during the school day and may be offered in the form of a full-time or part-time program. The program is designed to provide students with a strong foundation in their first language and to develop their academic skills in that language.

If there is sufficient demand, the Board intends to provide the program in the following areas:

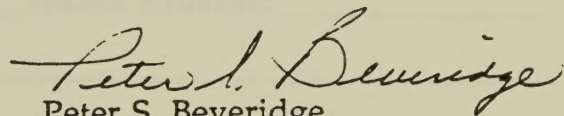
Area	Location
1	Hamilton City Centre

Area	Location	Notes
2	Hamilton City Centre	The program will be provided during the school day and may be offered in the form of a full-time or part-time program.

It is expected that students who wish to take the native studies program will become full time students in the school where the program is provided.

If you wish to have your child(ren) take part in the program, please complete the attached form "Intent to Register" and return it to your child(ren)'s school for forwarding to the Research Services Department at the Education Centre. If you prefer, you may mail your completed questionnaire to the Research Services Department at the above address. Completed questionnaires should reach the Research Department by January 9, 1989. You will be contacted early in 1989 with additional information.

Yours truly,


Peter S. Beveridge
Superintendent of Curriculum and
Special & Educational Services

/ae

Encl.

The Board of Education for The City of Hamilton

PAGE 17.

INTENT TO REGISTER

NATIVE LANGUAGE PROGRAM (MOHAWK)

Please complete this questionnaire only if you wish to have your child(ren) participate in a Mohawk language program at the primary level (Grades 1, 2, 3) or junior level (Grades 4, 5) as of September, 1989.

Question 1: Please complete the following:

YOUR NAME: _____ PHONE NUMBER: _____

ADDRESS: _____

POSTAL CODE: _____

Question 2: Please provide the names, present grades and schools for your children whom you wish to enrol in the MOHAWK language program:

	<u>NAME</u>	<u>PRESENT GRADE (1988-1989)</u>	<u>PRESENT SCHOOL</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Question 3: Please check the location of the program which would be most convenient to you.f

- ☐ Hillsdale
☐ Queen Mary
☐ Adelaide Hoodless

Page 17

WENT TO SCHOOL

NATIVE LANGUAGE PROGRAM (NLP)

Please indicate the grade(s) that your child is attending in the program. If your child is attending more than one grade, please check all that apply.

Question 1: Please indicate the following:

Grade(s) _____
Age _____
Address _____

Question 2: Please provide the name of the school where your child is attending the program. If your child is attending more than one school, please list all schools.

Grade(s)	Age	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Question 3: Please check the box(es) in the program which would best describe your child's situation.

- ☐ English
- ☐ Other language
- ☐ Additional language

1989 01 05

Chairman & Members of the Development Committee
Board of Education for the City of Hamilton
Ladies and Gentlemen:

UPDATE: I. B. M. - Microcomputer Music Project

Recommendation : that the report be received for information

BACKGROUND:

- The plans for this project have been underway for some time and the pilot project was approved by a motion of the board in November 1987. (see appendix 1)
The comments from the board meeting, explaining the background to the project are attached. (see appendix 2)

PROGRESS:

- The machines were to be in the school early in 1988, however, the time line for introducing, conducting and evaluating this project has been extended by agreement between the Music Co-ordinator and representatives of I. B. M. The original plan was delayed until an agreement was signed by both parties in late August 1988.
- At no cost to the Board, I. B. M. has supplied four (not three as originally intended) sets of equipment. We are using a fifth computer which was the property of the Board.
- The five locations and the supervisory teachers are:

CHEDOKE, Mr. Paul Barber
BARTON, Mrs. Judy Cole
SCOTT PARK, Mr. Rob McGall
WESTDALE, Mr. Russ Weil
WESTMOUNT, Miss Linda Brown

- The equipment was delivered to schools in September.
- Three in-service training sessions have been completed and the teachers have familiarized themselves with the equipment between September and December.

FUTURE ACTION:

- Students will begin working with the software in semester II (February 1989).
- It is expected that bi-monthly progress statements will be made to Mr. P. Beveridge beginning early in 1989.
- A interim report will be made to the Development Committee in July 1989.
- A final report will be made in February 1990, with recommendations for future purchase if the assessment of the material is positive.

Prepared by: Glen Mallory
Co-ordinator of Music
Submitted by: Gail Rappolt
Assistant Superintendent of Curriculum
Approved by: K. A. Rielly
Director of Education

1987 11 05

To Chairman & Members
Development Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: I.B.M. PROPOSAL: COMPUTER - ASSISTED INSTRUCTION - MUSIC

Rationale:

I.B.M. has approached the Hamilton Board of Education with a proposal to field test their computer systems in three schools for a period of 12 months at no expense to the Board.

Curricular Rationale:

1. The Ministry of Education, in Policy/Program Memorandum No. 91, strongly supports the efforts of educators to integrate computer technology into the Ontario curriculum (see Appendix 1).
2. In Directions 1987-88, as issued by the Board of Education for the City of Hamilton, the following priority appears on page 4: Microcomputers (All Schools) - Work to integrate microcomputers throughout the curriculum so that they can be used meaningfully with every class within your school.
3. This program may have possibilities for individualized skill development in keyboarding, performance, listening, theory and composing, for beginning students right up to the most talented students.
4. OSIS is requiring a larger component of the music program to be devoted to developing creativity. This program could be of great assistance in this pursuit.
5. There is a direct link with one software package and textbooks already being used in the keyboarding classes.
6. The Supervisor of Music and an advisory committee are presently working with the Computer Studies Department in setting directions for computerized music in Hamilton.

Proposed Details

Costs:

A written contract will ensure that there is no direct cost to the Hamilton Board of Education for these systems from IBM and there is no obligation to continue with the program after the 12 month period expires.

- 2 -

Insurance

IBM will insure computers on loan.

Security

Security for this equipment will be within the guidelines of the Board.
(See Appendix 2).

Scope

Three workstations consisting of a keyboard, a computer and a printer would be placed in Chedoke, Westmount and Scott Park schools as soon as possible, with a junior school in future months also being involved using a relocated system.

Programs

The Programs which seem to be of most benefit to our students in music programmes are the following:

Alfred's Basic Piano Theory - Basic Piano and theory taught to beginner students via games and drills.

Compose - Allows composition, display and printing of music in standard music notation. Compositions may be edited, printed or replayed as desired.

Personal Composer - A complete music processing system. 32-track MIDI recorder/event editor transcribes notation and formats for printing or typesetting. MIDI keyboard required.

PlayRec - Record from a MIDI music keyboard (required) along with an automatically generated accompaniment or record up to 16 independent tracks of music from the MIDI keyboard.

Practical Music Theory Software - A sequential approach to the teaching of music theory. Develops knowledge necessary to write your own music.

RhythmMaster - Instruction in timing, note naming and ear training. A game that generates a musical phrase for the user to accurately repeat. MIDI keyboard required.

Students on an individual basis will be able to practise skills and to exercise their own powers of creativity as they interact with these programs.

Introduction

It will be seen from the above that the

Summary

Summary of the above will be found in the following table.

Table

The following table shows the results of the various tests conducted on the various types of material.

Table

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Table of results of tests conducted on the various types of material.

Table of results of tests conducted on the various types of material.

- 3 -

Evaluation -

An evaluation instrument is presently under development.

Recommendation

THAT THE DEVELOPMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON GIVE APPROVAL FOR PILOT TESTING IBM EQUIPMENT AND SOFTWARE AS OUTLINED ABOVE ON A ONE YEAR TRIAL BASIS, WITH A REPORT TO THE BOARD NO LATER THAN JANUARY, 1989.

Prepared by: D. McIsaac, Administrative Assistant
G. Mallory, Music Supervisor

Submitted by: C. G. W. McKague, Superintendent of Curriculum & Special
Services

Approved by: A. J. Krever, Director of Education

/mā

CA40N4BL W26
A32

A G E N D A

DEVELOPMENT COMMITTEE

1989 02 02

Confirmation of the minutes of the last meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: Secondary School Study Report.

NEW BUSINESS:

1. Presentation from the Albion Vocational School Parents' Committee
re: Albion School.
2. Report re: Race Relations Projects: A Financial Overview - **PAGE 1.**
3. Report from the Officials re: Drama Review - **PAGES 2 - 5.**
4. Report re: Update - Re-organization - Superintendent of Finance
Superintendent of Schools,
French As A First Language

100 Main Street West
HAMILTON, Ontario L8N 3L1
1989 02 02

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

RACE RELATIONS PROJECTS
a Financial Overview

A report on Race Relations was received for information by the Personnel & Organization Committee, 1988 12 08. Pursuant to this report, officials have applied to the Ontario Human Rights Commission, for a three-part grant, contingent upon Board approval.

It is understood that \$500,000 has been made available across Ontario for such projects. A decision from the Human Rights Commission is expected around mid-February, 1989.

IT IS RECOMMENDED THAT:

The Board approve an application to the Ontario Human Rights Commission for a three part Race Relations grant consisting of:

	<u>Project Cost</u>	<u>Potential Grant</u>	<u>Board Cost</u>
Project A - Training Course	12,500	10,000 (80%)	2,500 (20%)
Project B - Policy Development	64,900	35,000 (54%)	29,900 (46%)
Project C - Curriculum Review	<u>70,160</u>	<u>35,000</u> (50%)	<u>35,160</u> (50%)
	<u>\$147,560</u>	<u>\$80,000</u> (54%)	<u>\$67,560</u> (46%)

Prepared by: John E. Paterson
Senior Accounting Analyst

Submitted by: Paul E. Shewfelt
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly
Director of Education and Secretary

THE BOARD OF DIRECTORS
AMERICAN AIRLINES, INC.
1954

TO THE STOCKHOLDERS
OF AMERICAN AIRLINES, INC.

Dear Sirs:

ANNUAL REPORT
1954

A report on the operations of American Airlines, Inc. for the year ended December 31, 1954, is being submitted to you. This report contains information regarding the financial condition of the company, the results of its operations, and the plans for the future.

The Board of Directors has approved the report and the financial statements for the year ended December 31, 1954, and has recommended that the report be submitted to you for your approval.

Very truly yours,
J. Edgar Hoover

The Board of Directors has also approved the report of the Special Committee on the Proposed Acquisition of American Airlines, Inc. by the Government of the United States of America, and has recommended that the report be submitted to you for your approval.

Income Statement		Balance Sheet	
1954	1953	1954	1953
Net Income	\$1,200,000	Total Assets	\$10,000,000
Operating Income	\$1,100,000	Total Liabilities	\$8,000,000
Non-Operating Income	\$100,000	Total Equity	\$2,000,000
Income Tax Expense	\$100,000		
Minority Interest	\$100,000		
Net Income	\$1,200,000		

Respectfully,
J. Edgar Hoover

Approved by the Board of Directors
American Airlines, Inc.

Approved by the Board of Directors
American Airlines, Inc.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 02 02

To the Chairman and Members
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen

Re: Special Assignment: Drama

The Special Assignment in Drama, 1988-89, involves:

under the supervision of the Assistant Superintendent of Curriculum and in collaboration with the Drama Steering Committee (CRDI),

- reviewing, revising and developing, where necessary, Dramatic Arts subject-discreet courses of study grades 7-OAC in accordance with the CRDI model and the Board's Drama Continuum.
- developing and introducing an implementation plan for the Drama Continuum grades 7-OAC in accordance with the CRDI model.
- promoting the use of drama as an instructional (teaching) strategy in selected subjects/courses/units grades 6-OAC.

In September, a Review Team was formed and the Review instruments and process formulated. The Review has now been conducted, and the Special Assignment Teacher is currently processing the results and preparing a draft report. The final Review report and recommendations should be completed by March 1989.

Other activities the Special Assignment Teacher has been involved in thus far include:

- preparing a draft drama budget for the System
- consulting with various individuals and groups such as the Area Supervisors, the Race Relations Committee, Area Consultants and Coordinators
- writing, revising and updating the Drama Continuum and Levels of Use Charts
- previewing, preparing and distributing support materials for drama teachers, and teachers using drama as an instructional strategy

Executive Order
1982-10-10
1982-10-10
1982-10-10

To the President and Members
of the Board of Education
of the District of Columbia

Dear Mr. President and Members:

Special Assignment

The Special Assignment in District 1982-83 involves

under the supervision of the District Superintendent of Schools and in
collaboration with the District Board of Education (DBE).

• Reviewing, revising and developing a new strategy for the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.

• Developing and reviewing an implementation plan for the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.

• Providing the District Board of Education (DBE) with the necessary resources to ensure that the DBE is able to meet the needs of the District Board of Education.

In order to ensure that the District Board of Education (DBE) is able to meet the needs of the District Board of Education, the District Board of Education (DBE) has developed a new strategy for the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.

Under the Special Assignment, the District Board of Education (DBE) has been involved in the following:

- Developing a new strategy for the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.
- Working with various individuals and groups such as the District Board of Education (DBE), the District Board of Education (DBE), and the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.
- Working with and under the District Board of Education (DBE) and the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.
- Providing ongoing and continuing support materials for the District Board of Education (DBE) in order to ensure that the DBE is able to meet the needs of the District Board of Education.

- exploring and planning with various Coordinators the preparation of cross-curriculum units integrating drama
- planning a design model for future drama curriculum development
- providing consultative services for middle, vocational and composite Dramatic Arts teachers across the System
- planning and conducting drama in-service sessions, JK-OAC

Given the dual nature of drama in education i.e.: a subject in its own right 7-OAC and a cross-curriculum teaching strategy JK-OAC, there is much curriculum planning, development and implementation yet to be done. It is hoped that the Review and the preparation of a long-range development and implementation plan this year will provide the Curriculum Department, Senior Officials and the Development Committee with recommendations suggesting future directions for drama in education throughout the Hamilton System.

RECOMMENDATION

That this report be received for information.

Prepared by: Bill Manson
Special Assignment Teacher: Drama

Submitted by: Gail Rappolt
Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly
Director of Education and Secretary

and the primary role of the Commission is to provide a platform for the exchange of views and information between the Commission and the public.

During the period 1990-1991, the Commission has been working on a number of projects.

The Commission has been working on a number of projects, including the development of a new system for the collection and analysis of data on the environment.

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RECOMMENDATION

This report is intended for information.

Prepared by: The Commission
Special Representative: The Commission

Reviewed by: The Commission
Reviewed by: The Commission

Approved by: The Commission
Approved by: The Commission

DRAMA IN EDUCATION

A **PROCESS**

WITHIN WHICH

STUDENTS UNDERTAKE THE **EXPLORATION**

OF

THEMSELVES AND OTHERS

IN THE PAST PRESENT FUTURE

BY BECOMING **ROLES** IN LIVING SITUATIONS



THIS EXPLORATORY PROCESS

FOSTERS

**PERSONAL GROWTH AND
DEVELOPMENT**

DRAMA IN EDUCATION

A PROCESS

WITHIN WHICH

STUDENTS UNDERTAKE THE EXPLORATION

OF

THEMSELVES AND OTHERS

IN THE PAST PRESENT FUTURE

BY BECOMING ROLES IN LIVING SITUATIONS



THIS EXPLORATORY PROCESS

FOSTERS

PERSONAL GROWTH AND
DEVELOPMENT

DRAMA



THEATRE



DIFFERENT?

(or why drama in education is not "putting on a play")

DRAMA

1. originates with a Greek verb:
"to do", "to act upon", "to be involved in"
2. involves one in the exploration
of oneself and others
3. needs no audience
4. means "being" in another time or place
5. asks "what if ..."
6. is experiencing for oneself
7. means doing for oneself
8. involves living a role
9. reflects on personal experience
10. is "creating" the play
11. involves process as an end
12. involves suspending disbelief

THEATRE

- originates with a Greek noun:
"a place for seeing", "what is seen"
- involves one in the representation
of others
- needs an audience
- means "pretending" in another time or place
- answers "what if ..."
- is communicating to others
- means performing for others
- involves playing a role
- reflects on others' experiences
- is "putting" on the play
- involves product as an end
- involves making others believe

DRAMA IN EDUCATION

provides a means of personal growth and development
as well as

a technique of teaching and learning



THEATRE



DRAMA

DIFFERENCES

(for any given situation, it is not "acting as a play")

THEATRE

DRAMA

originates with a group of people
 "a place for seeing", "what is seen"

involves one in the representation
 of others

needs an audience

means "acting" in another place or
 time or place

means "what is seen"

is characterized by the actors
 want to "act" for others

involves giving a role

reflects on others' experiences

is "acting" on the play

involves process as an end

involves seeing others' beliefs

originates with a group of people
 "to do", "to act upon", "to be involved in"

involves one in the exploration
 of oneself and others

needs an audience

means "being" in another place or
 place

means "what is seen"

is experiencing for oneself

means being for oneself

involves giving a role

reflects on personal experience

is "creating" for play

involves process as an end

involves seeing oneself

DRAMA IN EDUCATION

provides a means of personal growth and development
 as well as
 a technique of teaching and learning

A32

Executive Order
The State Board of
Education, Chicago
June 27, 1989

To the Chicago State Board of
Education, Chicago
June 27, 1989

June 27, 1989

A G E N D A

SPECIAL MEETING OF THE DEVELOPMENT COMMITTEE

1989 02 14

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Officials Re: Transfer of Albion Students - see attached

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 02 14

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: Transfer of Albion Students

At the Development Committee meeting of 1989 02 02, it was moved that the recommendation from the Secondary School Study Committee, **"That Albion students be placed in co-educational facilities at Briarwood and Parkview Schools for January 1990" be "referred to staff for consideration and input and come back to trustees as soon as possible at a Special Development Committee called for that purpose".**

In light of the direction from Trustees and with a full understanding of the options that have been considered by the committees concerned, the officials have met and thoroughly analyzed all aspects of this most important system issue.

Our prime focus has been on student program and program delivery for all secondary students at the basic, general and advanced levels. In our deliberations we have been mindful of societal directions both nationally and provincially with respect to integration and normalization of students. To this end we have considered the concerns of parents and educators in our own community as well as the submissions to the Select Committee on Education.

In order to plan and make the appropriate arrangements to address the range of future needs of our secondary school students, we will need time to consult with parents, trustees, teachers and our curriculum staff. In addition, we must seek advice and direction from our business community as well as other boards of education who are evolving through a similar process to accomplish the same educational goals for secondary school students.

It is therefore recommended that:

1. **present and potential Albion students be accommodated in September 1989, at Parkview Vocational Secondary School or other vocational schools that are able to provide their program needs.**

It is understood that these students would receive individual counselling through their present school in order to explore various future program possibilities.

2. a co-educational program, integrated with the composite secondary school at Delta, be established in September 1990.
3. the Secondary School Study Committee begin immediately to address the future program needs of secondary school students that will enable us to move toward our Mission -- providing quality education for all children and adults in our community, to enable them to enjoy life as creative, contributing, responsible members of society.

Prepared and submitted by: K. A. Rielly,
Director of Education and Secretary.

Approved by: Senior Management

-as

It is suggested that these results would be
valuable in the study of the general nature of the
relationship between the two variables.

A second and more important question is whether
the results are in line with the hypothesis
proposed.

The hypothesis is that the relationship between
the two variables is linear. The results show
that the relationship is not linear, but that
it is curvilinear. This is in line with the
hypothesis, which predicted a curvilinear
relationship between the two variables.

These results are in line with the hypothesis
proposed, which predicted a curvilinear
relationship between the two variables.

These results are in line with the hypothesis
proposed, which predicted a curvilinear
relationship between the two variables.

POSITIVES AND NEGATIVES OF MOVE TO EACH PROPOSED SCHOOL

□□ COMPARATIVE ASPECTS OF ALBION MOVING TO :

<u>PARKVIEW</u>	<u>BRIARWOOD</u>	<u>DELTA</u>
• space available	• limited space	• space available
• similar shops	• lacking many shops for boys	• some similar shops - others to be added
• economy	• expense if addition	• some expense
• 200,000 or less	• potential 1,350,000	• 400,000 to start - more to add shops
• develop co-ed	• develop co-ed	• co-ed facility
• similar to Albion	• change of program	• major change
• segregation	• segregation	• integration
• small size (400)	• 400	• 1200 when co-ed
• staff ready	• need to in-service staff	• staff unprepared
• staff accepting	• staff concerned	• staff reacting now
• double move ?	• double move ?	• single move
• parents against	• parents against	• parents in favour
• students against	• students against	• students in favour
• same program	• limited program	• limited program
• similar staff contract	• similar staff contract	• different contract
• equipped for special students		• changes needed

SHOPS AVAILABLE IN SCHOOLS CONSIDERED AS OPTIONS FOR ALBION

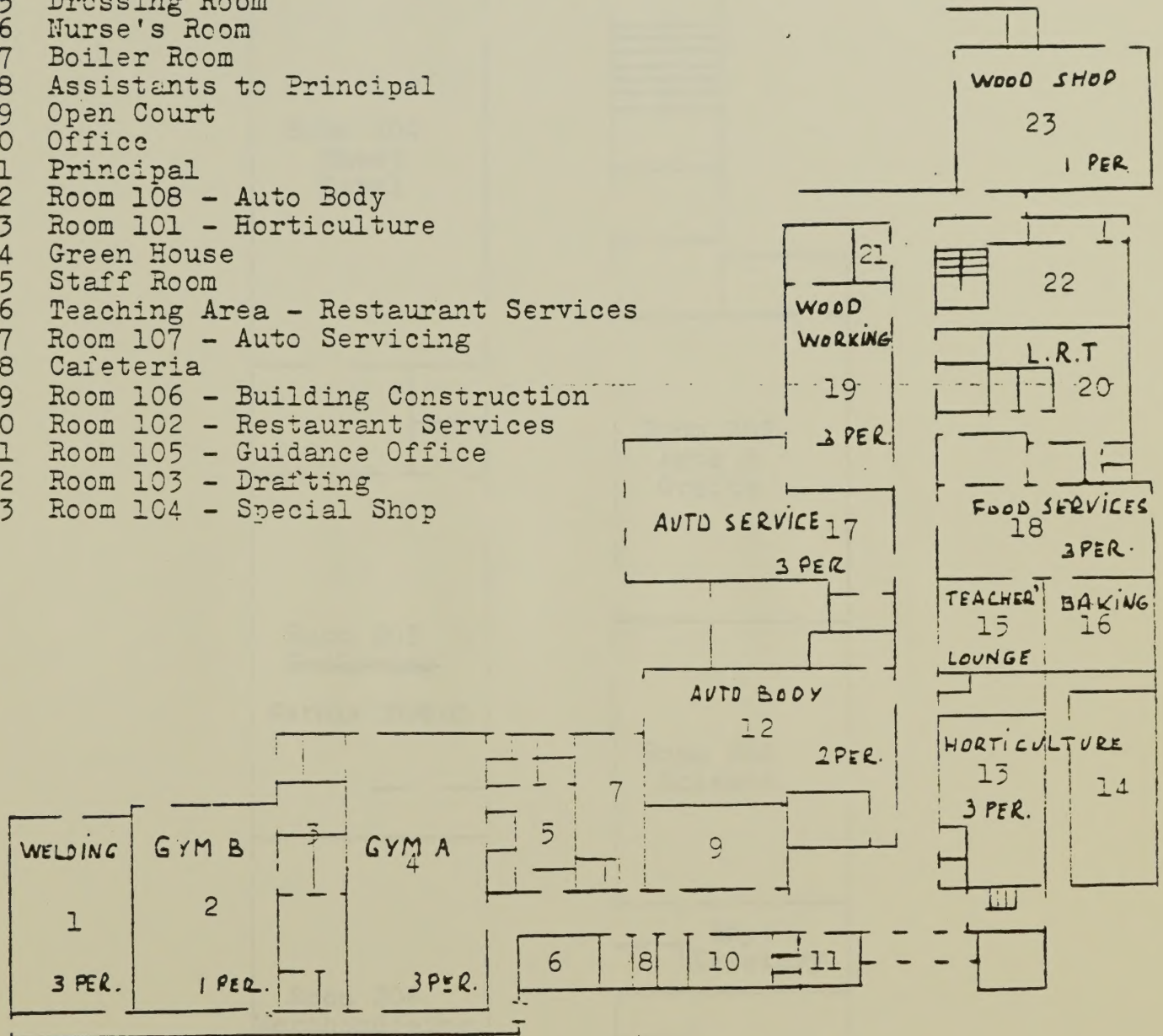
SHOP	ALBION	BRIARWOOD	PARKVIEW	DELTA
Merchandising	yes	yes	yes	add?
Auto service	yes	no(add)	yes	yes
Auto mechanics	yes	no	no	no
Auto body	yes	no	yes	no
Welding	yes	no(add)	yes	add?
Art	yes	yes	yes	yes
Horticulture	yes	yes	yes	no
Sheet metal	yes	no(add)	yes	add
Wood	yes	no	yes	yes
Quantity cooking	yes	yes	yes	no
Hairdressing	no	yes	add	add?
Cosmetology	no	yes	add	add?
Electrical	no	no	yes	yes
Floriculture	no	yes	no	no
Small engines	yes	no(add)	yes	add?
Health care	no	yes	no	no

PARKVIEW FLOOR LAYOUT

LEGEND:

FIRST FLOOR

- 1 Room 109 - Welding
- 2 Gym B
- 3 Dressing Room
- 4 Gym A
- 5 Dressing Room
- 6 Nurse's Room
- 7 Boiler Room
- 8 Assistants to Principal
- 9 Open Court
- 10 Office
- 11 Principal
- 12 Room 108 - Auto Body
- 13 Room 101 - Horticulture
- 14 Green House
- 15 Staff Room
- 16 Teaching Area - Restaurant Services
- 17 Room 107 - Auto Servicing
- 18 Cafeteria
- 19 Room 106 - Building Construction
- 20 Room 102 - Restaurant Services
- 21 Room 105 - Guidance Office
- 22 Room 103 - Drafting
- 23 Room 104 - Special Shop



TOTAL # OF TEACHING AREAS = 28 x 3 PERIODS PER DAY = 84 PERIODS

PERIODS AVAILABLE ON A 3 PERIOD DAY FOR ALL ROOMS = 23 PERIODS

" " " " 4 PERIOD DAY " " " = 50 PERIODS

NOT INCLUDING L.R.T. LIBRARY ROOMS

1964

1964 - 1965

1965 - 1966

1966 - 1967

1967 - 1968

1968 - 1969

1969 - 1970

1970 - 1971

1971 - 1972

1972 - 1973

1973 - 1974

1974 - 1975

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1976 - 1977

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1965

1966

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1976

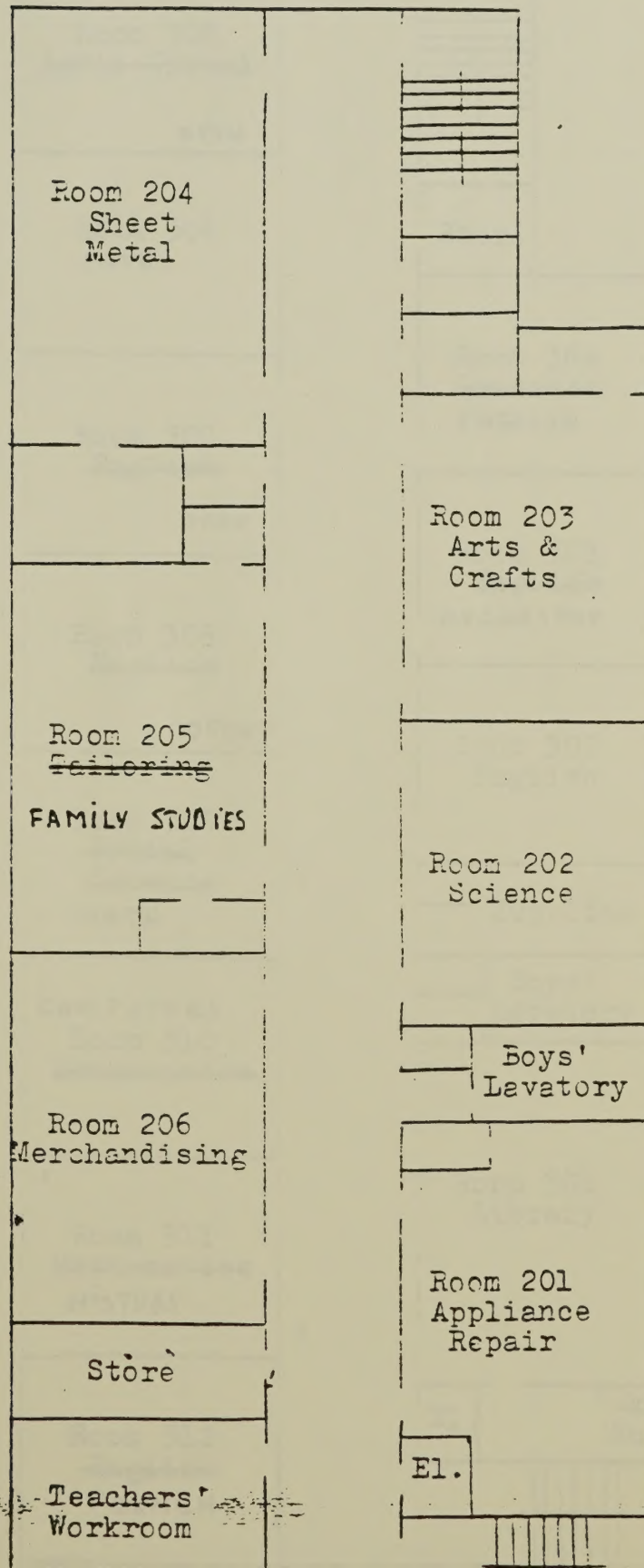
1977

1978 - 1979

1980 - 1981

PARKVIEW FLOOR LAYOUT

SECOND FLOOR



UNITED STATES DEPARTMENT OF AGRICULTURE OFFICE OF THE SECRETARY

NAME OF LAND SECTION TOWNSHIP RANGE COUNTY STATE ACRES OWNER DATE REMARKS	NAME OF LAND SECTION TOWNSHIP RANGE COUNTY STATE ACRES OWNER DATE REMARKS
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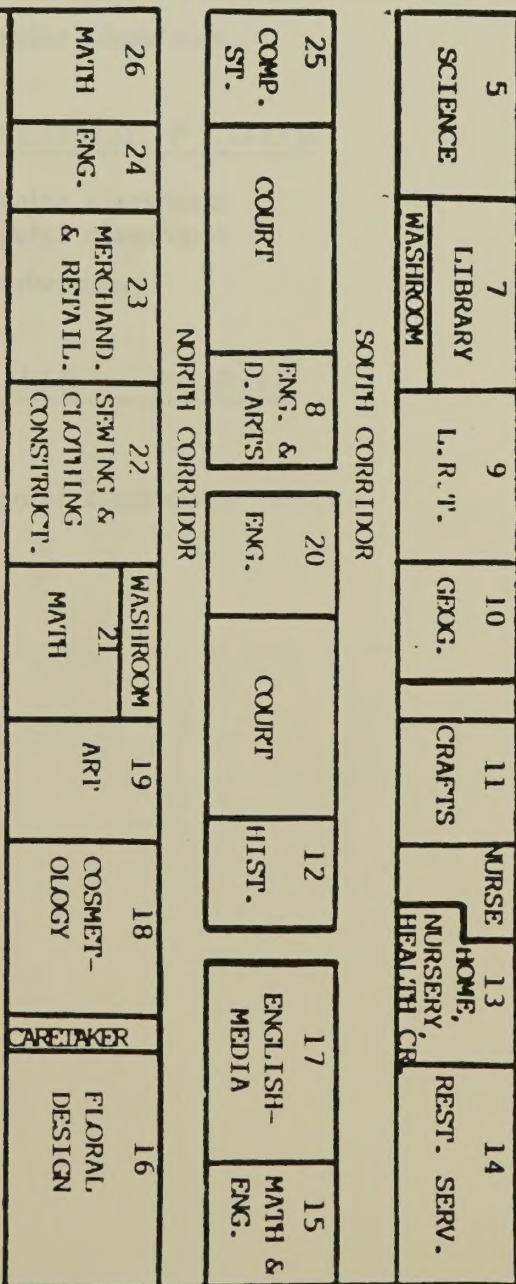
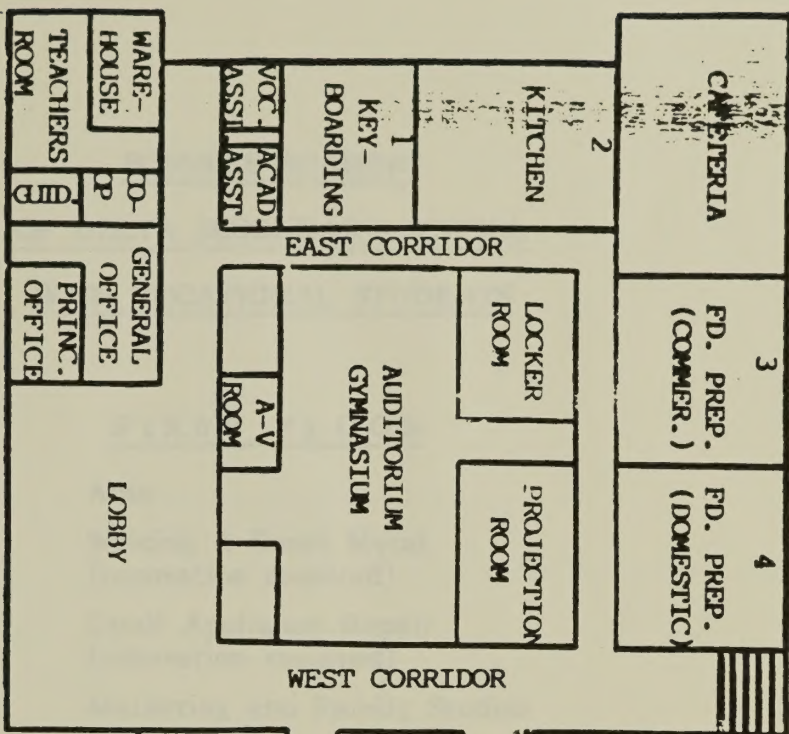
PARKVIEW FLOOR LAYOUT

THIRD FLOOR

Room 305 Audie Visual OPEN		
Room 306 MATH.		Stor.
Room 307 English OPEN		Room 304 Guidance ENGLISH
Room 308 English OPEN		Room 303 English GEOGRAPHY
Room 309 Social Science MATH.		Room 302 English
COMPUTERS Room 310 Mathematics		Supplies
Room 311 Mathematics HISTORY.		Boys' Lavatory
Room 312 English FRENCH	El.	Dk. Rm.

BRIARWOOD SECONDARY SCHOOL

FLOOR PLAN



POSSIBLE SHARING
OF DELTA SECONDARY SCHOOL
WITH VOCATIONAL STUDENTS

FIRST FLOOR

Room 130	Auto
Room 102	Welding & Sheet Metal (renovation required)
Room 104	Small Appliance Repair (renovation required)
Room 109	Marketing and Family Studies
Room 110	Regular classroom

SECOND FLOOR

Rooms 202	Regular classroom
212	Regular classroom
Room 229	Woodworking

THIRD FLOOR

Rooms 307	} Regular classrooms
312	
313	
314	

SECTION 12.000
OF THE 1990 CODE, ANNOTATED
WITH REVENUE RULINGS

SECTION 12.000

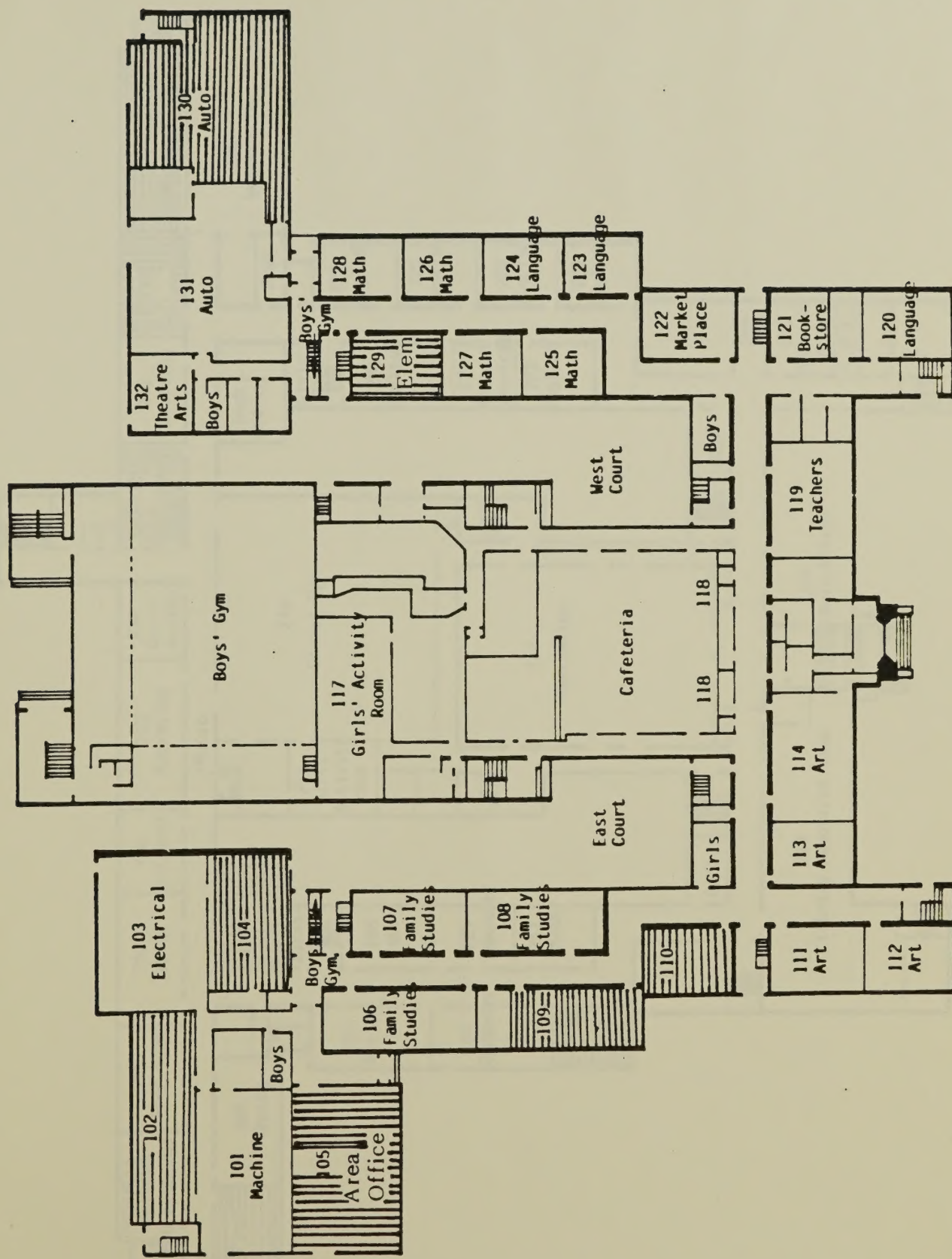
Room 100	Acme
Room 101	Washing & Dressing (Residence)
Room 102	Bedroom (Residence)
Room 103	Bedroom (Residence)
Room 104	Bedroom (Residence)
Room 105	Bedroom (Residence)
Room 106	Bedroom (Residence)
Room 107	Bedroom (Residence)
Room 108	Bedroom (Residence)
Room 109	Bedroom (Residence)
Room 110	Bedroom (Residence)

SECTION 12.000

Room 100	Acme
Room 101	Washing & Dressing (Residence)
Room 102	Bedroom (Residence)
Room 103	Bedroom (Residence)
Room 104	Bedroom (Residence)
Room 105	Bedroom (Residence)
Room 106	Bedroom (Residence)
Room 107	Bedroom (Residence)
Room 108	Bedroom (Residence)
Room 109	Bedroom (Residence)
Room 110	Bedroom (Residence)

SECTION 12.000

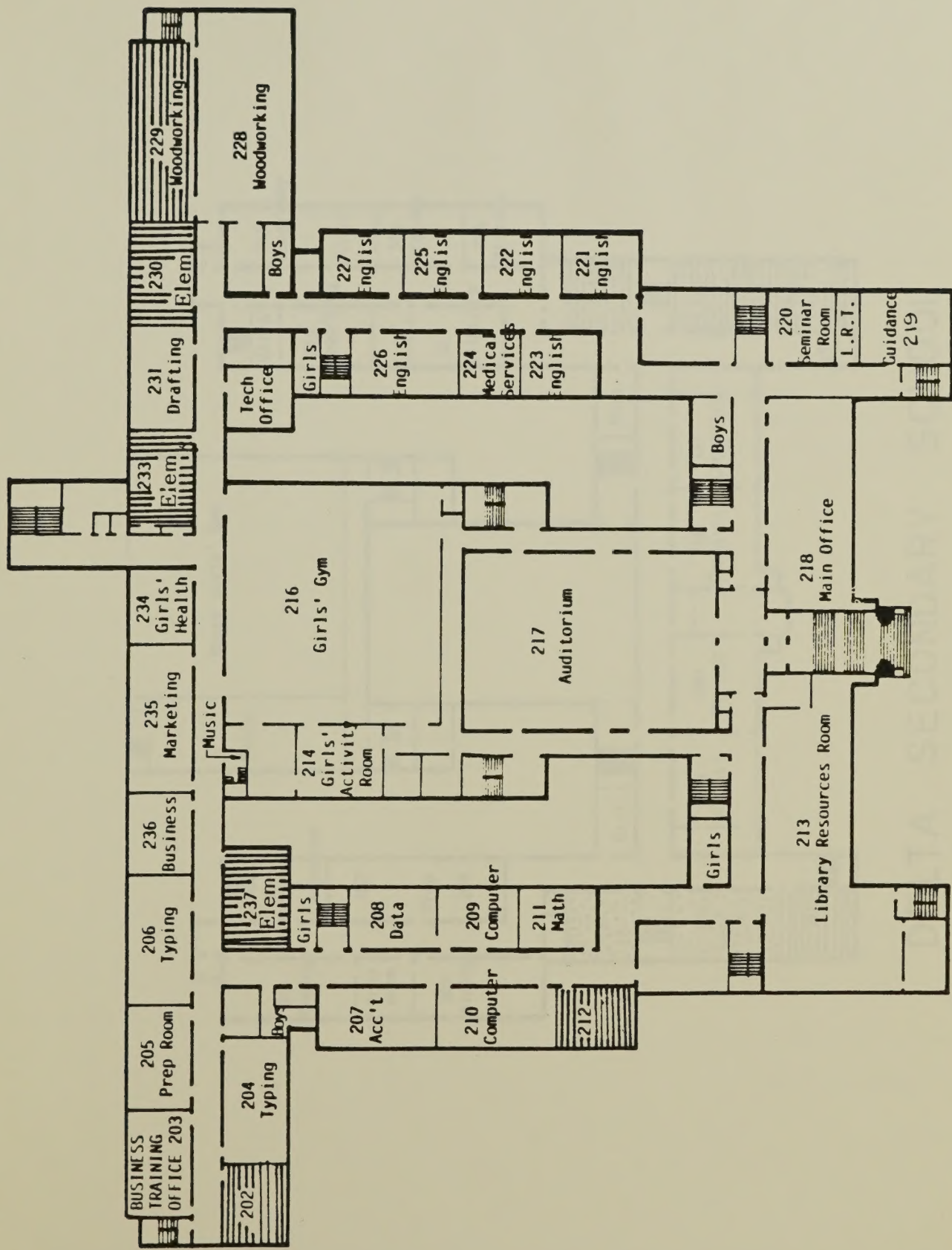
Room 100	Acme
Room 101	Washing & Dressing (Residence)
Room 102	Bedroom (Residence)
Room 103	Bedroom (Residence)
Room 104	Bedroom (Residence)
Room 105	Bedroom (Residence)
Room 106	Bedroom (Residence)
Room 107	Bedroom (Residence)
Room 108	Bedroom (Residence)
Room 109	Bedroom (Residence)
Room 110	Bedroom (Residence)



DELTA SECONDARY SCHOOL
FIRST FLOOR PLAN

THE LITTLE LITTLE
DEPT. OF EDUCATION
ATLANTA, GEORGIA



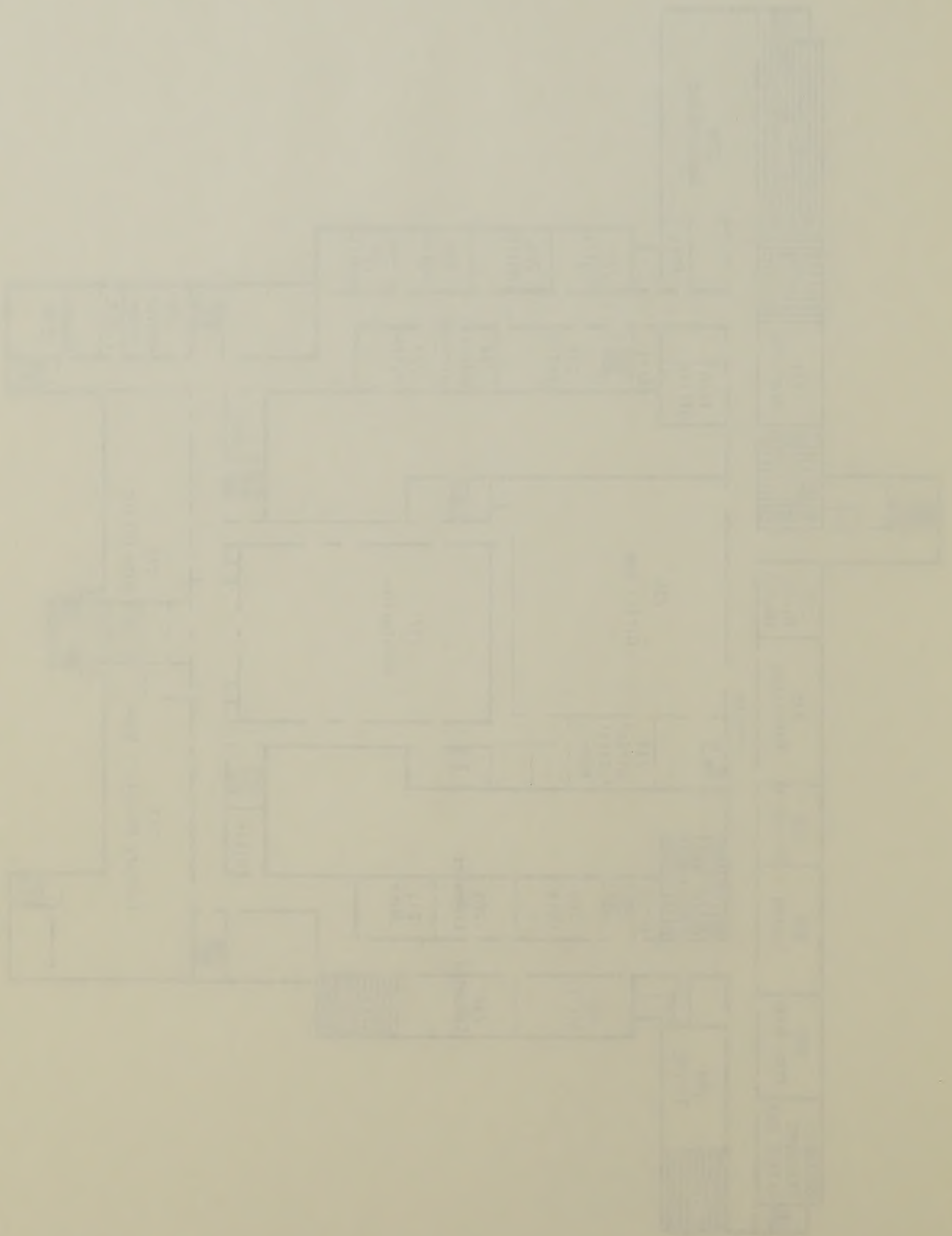


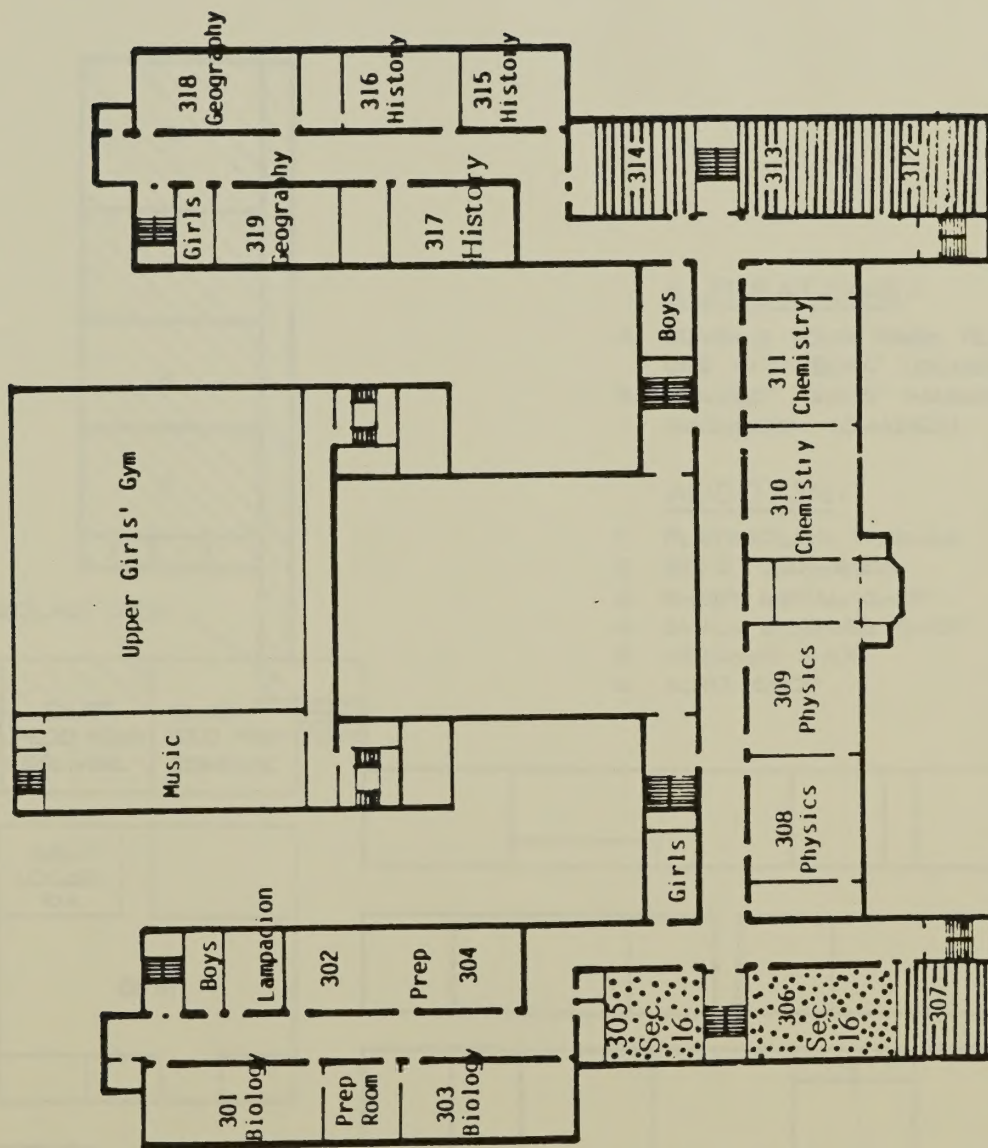
DELTA SECONDARY SCHOOL

SECOND FLOOR PLAN

WALL 100' x 100'

DEPT. SECONDARY SCHOOL



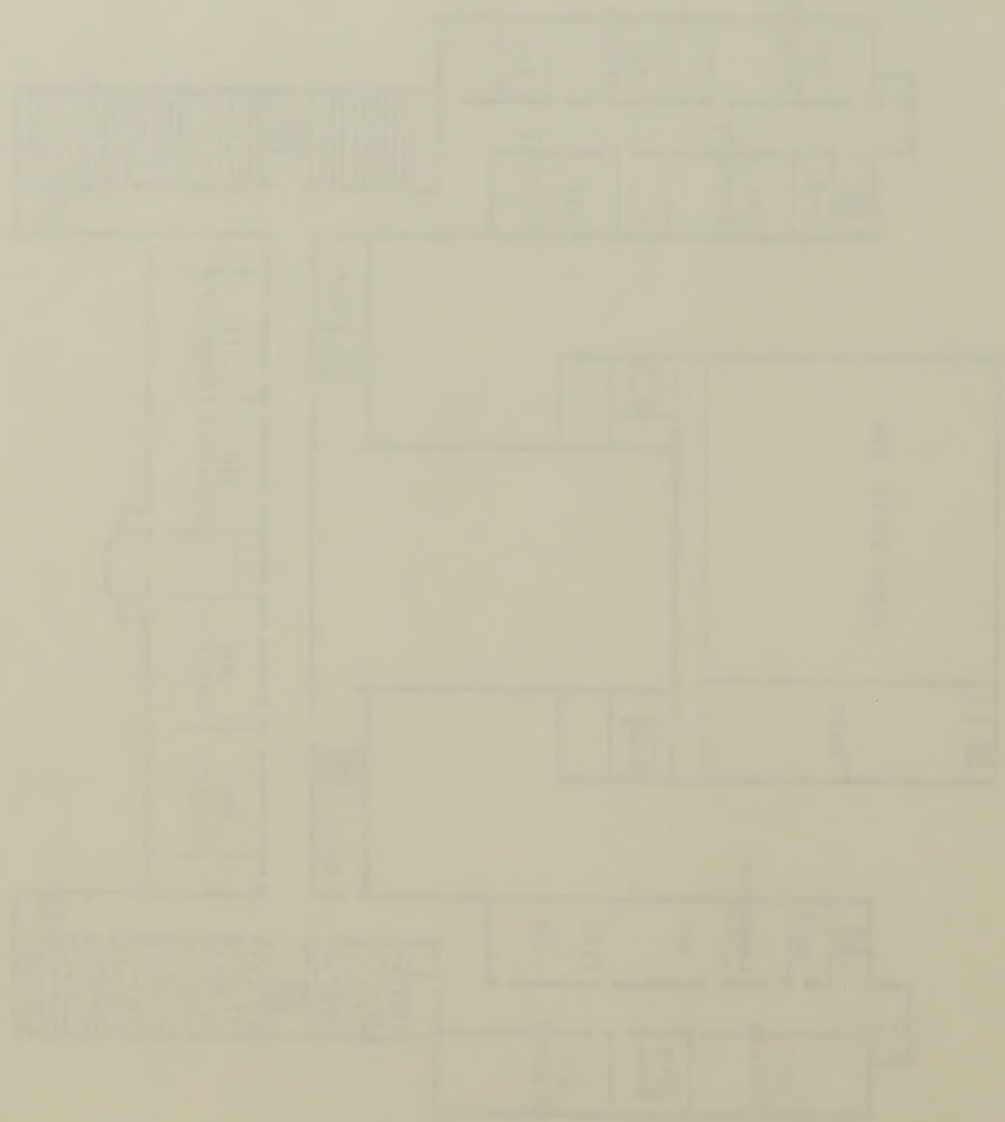


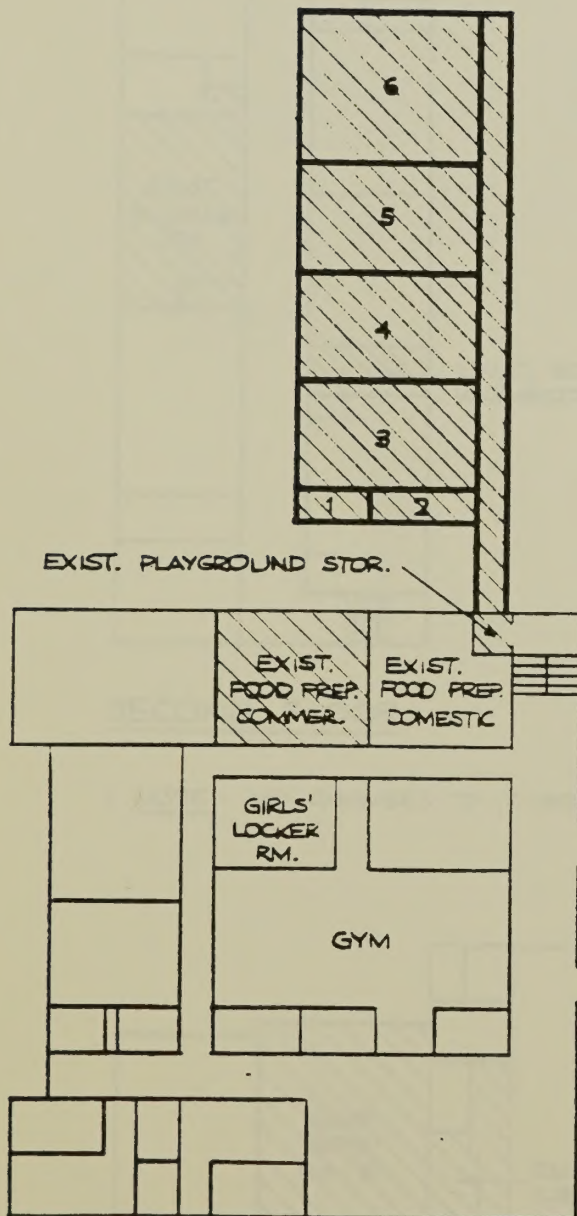
DELTA SECONDARY SCHOOL

THIRD FLOOR PLAN

THE LIVING ROOM

DETAILED SECOND FLOOR





ALTERATIONS:

- A. COMBINE FOOD PREP. ROOMS AND MAKE ONE INTO BOYS' LOCKER ROOM (SHADED).
- B. CONVERT GIRLS' WASHROOM INTO BOYS' WASHROOM (SHADED).

ADDITION:

- | | | |
|---|--------------------|---------------------|
| 1 | PLAYGROUND STORAGE | 250 SF (10' x 25') |
| 2 | BOYS' WASHROOM | 350 SF (10' x 35') |
| 3 | SHEET METAL SHOP | 2100 SF (35' x 60') |
| 4 | SMALL ENGINES SHOP | 2100 SF (35' x 60') |
| 5 | WELDING SHOP | 2100 SF (35' x 60') |
| 6 | AUTO SHOP | 3000 SF (50' x 60') |

MOELLER & HASSELL
Architect and Engineer Inc
Hamilton
Ontario

ADDITION & ALTERATIONS TO:
BRIARWOOD SCHOOL
HAMILTON ONTARIO

SCALE
± 1/4" = 1'-0"

JOB NO

DATE

JAN 1989

B-1



EXISTING WALLS

LEGEND

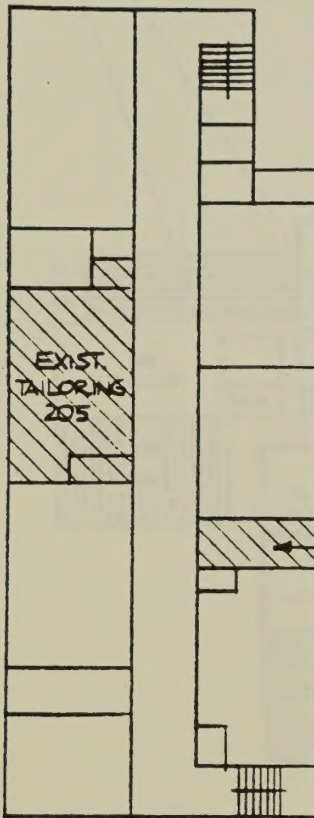
- 1. EXISTING WALLS
- 2. EXISTING DOORS
- 3. EXISTING WINDOWS
- 4. EXISTING ROOF

NOTES

- 1. ALL WALLS TO BE REINFORCED
- 2. ALL DOORS TO BE REINFORCED
- 3. ALL WINDOWS TO BE REINFORCED
- 4. ALL ROOF TO BE REINFORCED

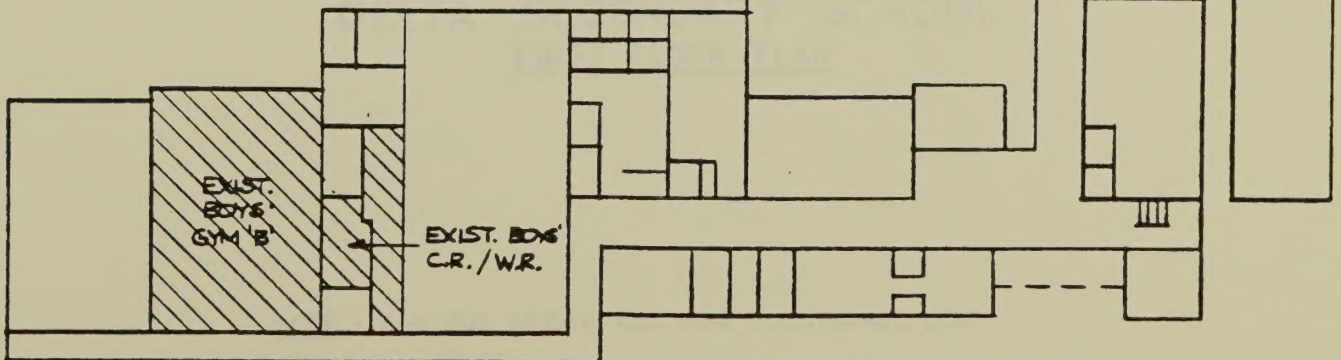
ALTERATIONS:

- A. MOVE SHOP 104 EQUIP. TO SHOP 106.
- B. DIVIDE 104 INTO TWO NEW CLASSROOMS:
CLOTHING AND SEWING.
- C. GYM 'B' BECOMES GIRLS' GYM.
- D. CONVERT WASHROOM / CHANGEROOM TO
GIRLS' W.R./C.R. FOR GYM.
- E. CONVERT TAILORING 205 TO COSMETOLOGY.
- F. CONVERT BOYS' W.R. TO GIRLS' W.R. (2ND FL.)



SECOND FLOOR

(NOTE - NO CHANGES TO THIRD FLOOR)



FIRST FLOOR

MOELLER & HASSELL
Architect and Engineer Inc
Hamilton Ontario

ALTERATIONS TO:
PARKVIEW SCHOOL
HAMILTON ONTARIO

SCALE 1" = 50'-0"

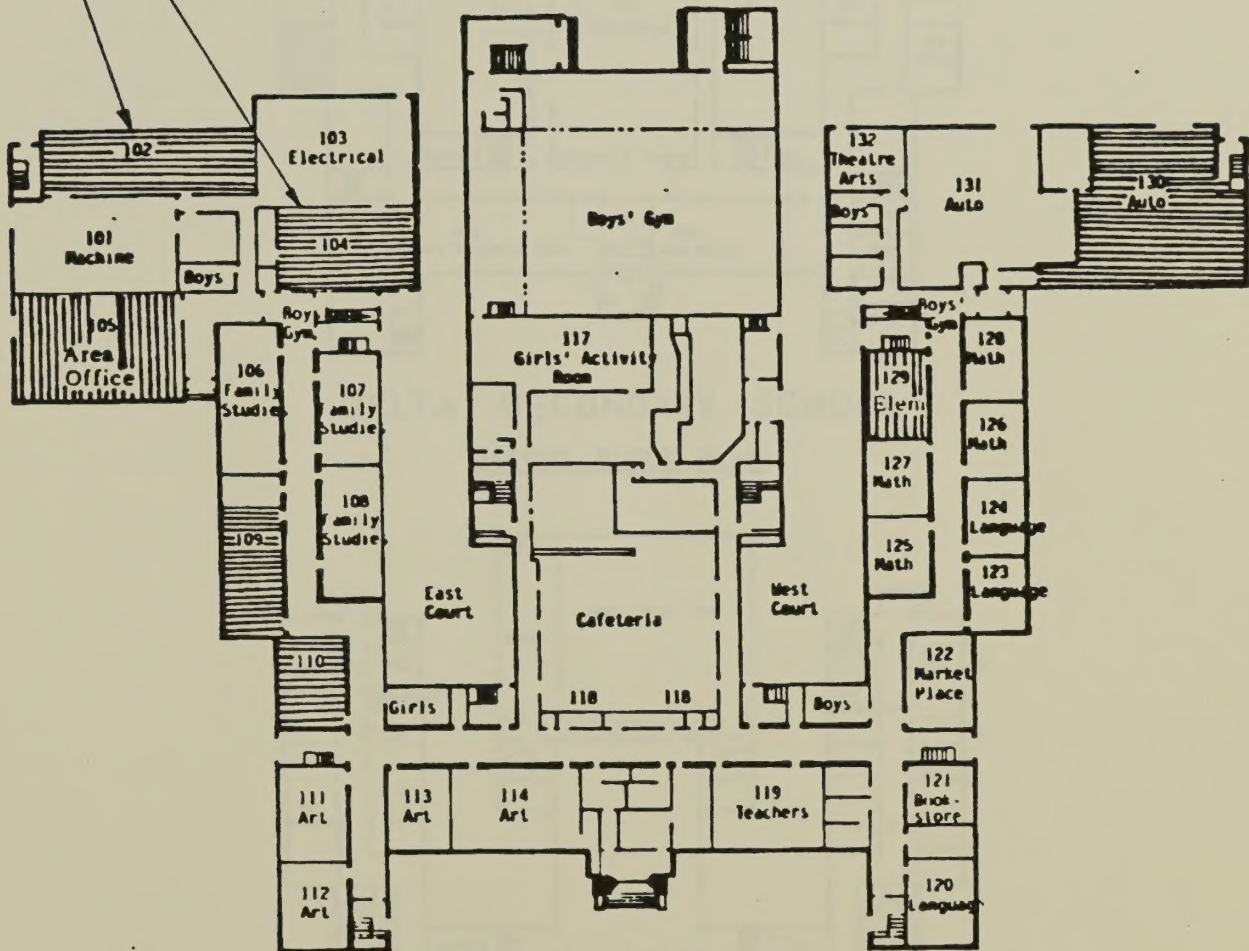
JOB NO

DATE JAN 1989

P-1

ALTERATIONS:

- A. ROOM 102 BECOMES WELDING SHOP. 100,000
- B. ROOM 104 BECOMES SMALL ENGINES SHOP. 46,500
- C. A ROOM (TO BE DETERMINED) FOR SHEET METAL SHOP. 100,000



DELTA SECONDARY SCHOOL
FIRST FLOOR PLAN

NOTE - SHADED AREAS ARE FOR VOCATIONAL USE.

MOELLER & HASSELL
Architect and Engineer Inc
Hamilton Ontario

ALTERATIONS TO:
DELTA SECONDARY SCHOOL
HAMILTON ONTARIO

SCALE
1" = 65'

JOB NO

DATE

JAN 1989

D-1

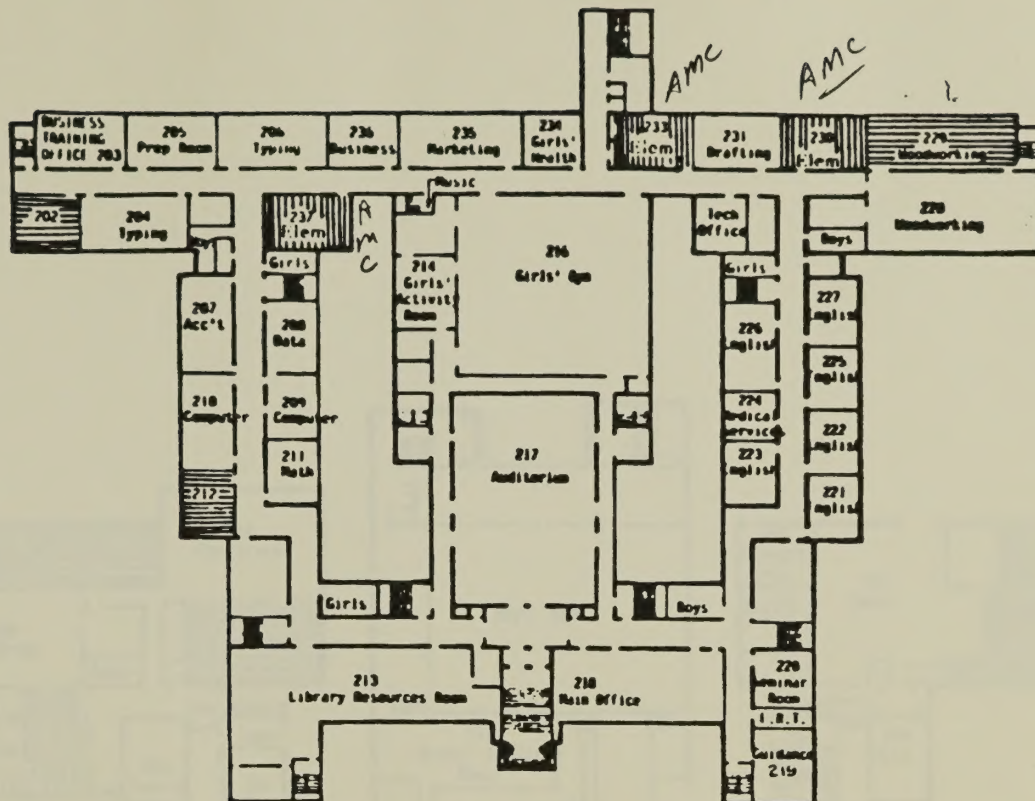
1. The building is a rectangular structure with a central corridor.
 2. The building is divided into several rooms of varying sizes.
 3. The building is located on a plot of land.



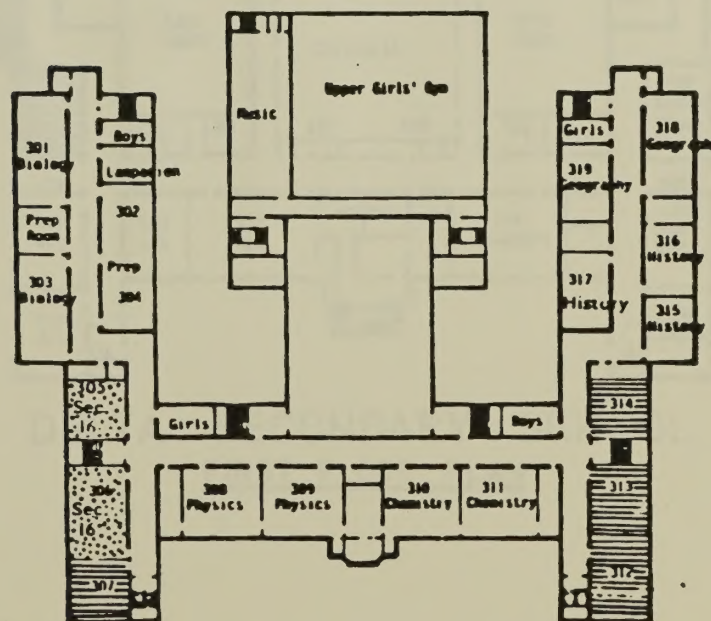
DELTA SECONDARY SCHOOL
 FIRST FLOOR PLAN

1. The building is a rectangular structure with a central corridor.

D-1	1. The building is a rectangular structure with a central corridor. 2. The building is divided into several rooms of varying sizes. 3. The building is located on a plot of land.	1. The building is a rectangular structure with a central corridor. 2. The building is divided into several rooms of varying sizes. 3. The building is located on a plot of land.
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DELTA SECONDARY SCHOOL
SECOND FLOOR PLAN



DELTA SECONDARY SCHOOL
THIRD FLOOR PLAN

NOTE - SHADED AREAS ARE FOR VOCATIONAL USE.

MOELLER & HASSELL
Architect and Engineer Inc
Hamilton Ontario

ALTERATIONS TO:
DELTA SECONDARY SCHOOL
HAMILTON ONTARIO

SCALE
1" = 100'

JOB NO.

DATE

JAN 1989

D-2



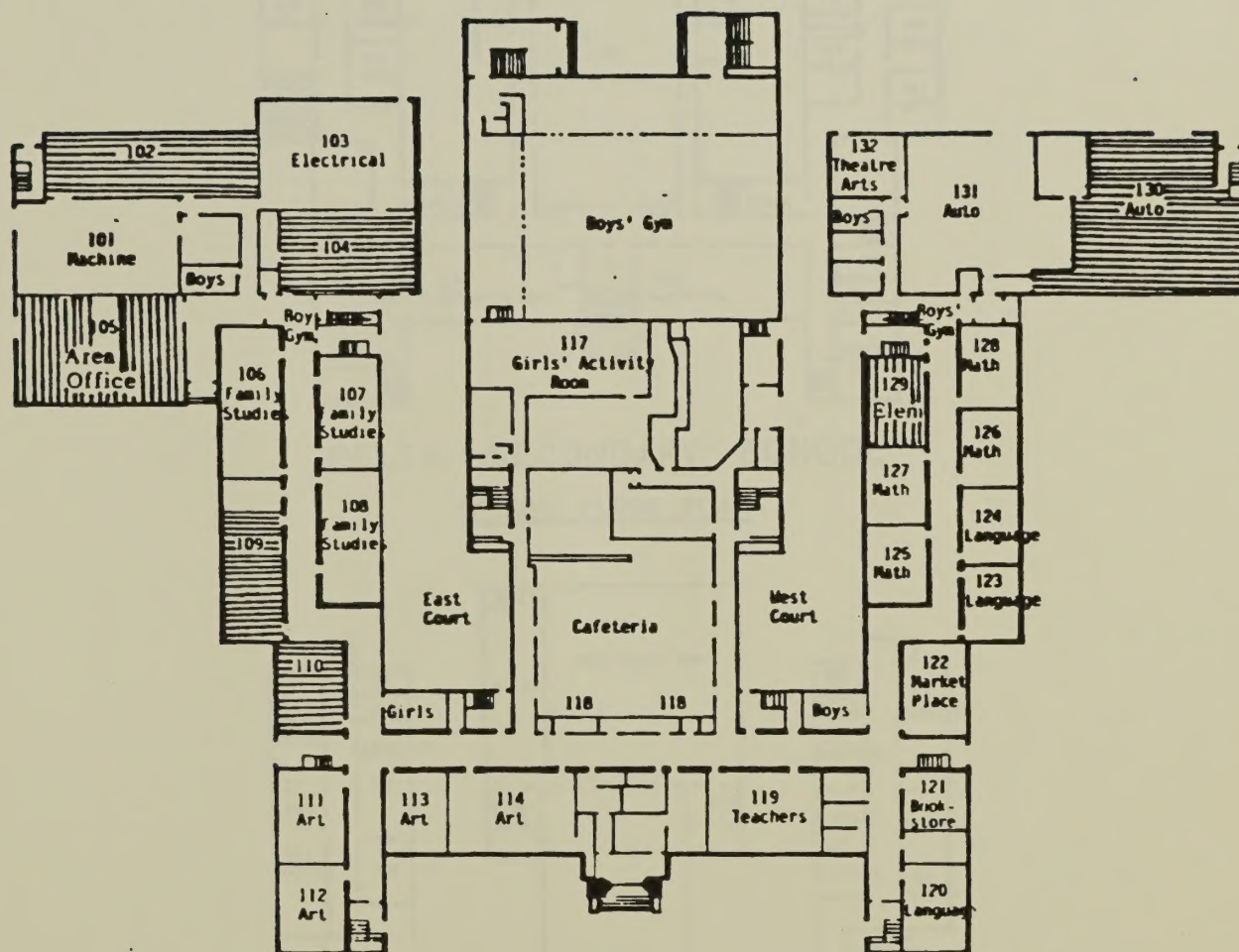
DELTA SECONDARY SCHOOL
 1000 10th Ave. S.E.
 Delta, B.C.



DELTA SECONDARY SCHOOL
 1000 10th Ave. S.E.
 Delta, B.C.

NOTE - School plans are not available for

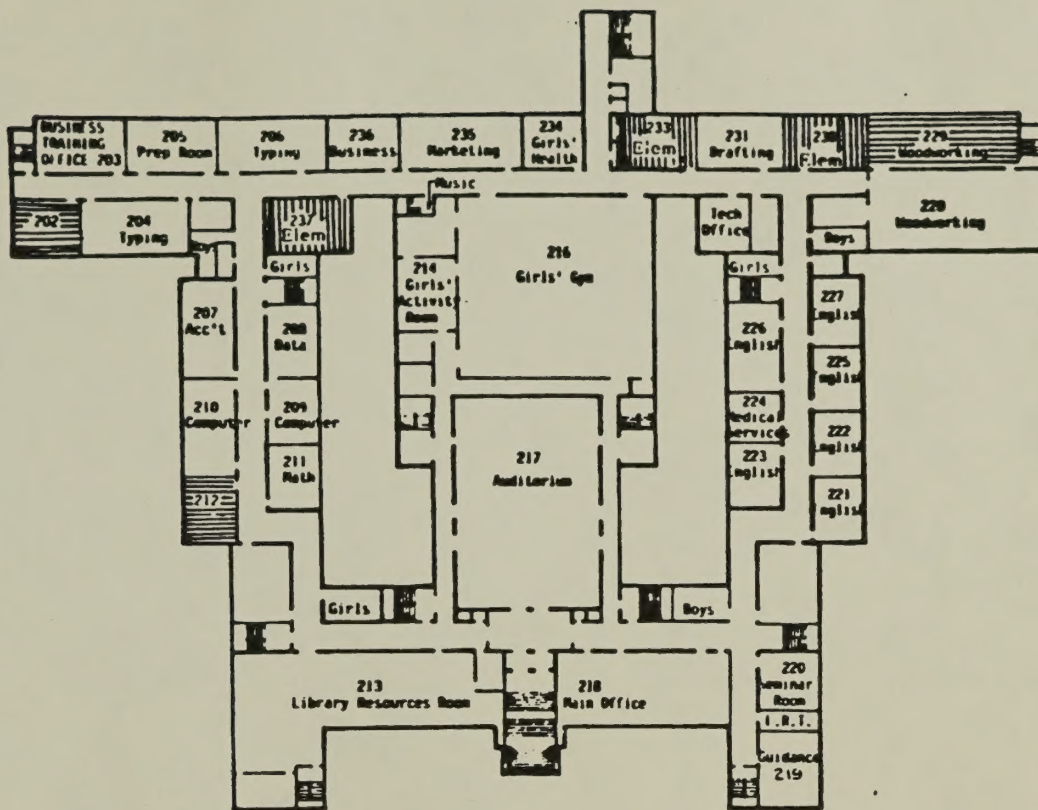
5-0	NORTON & KASSELL Architects and Engineers Inc. Delta, B.C.	
	ALTERNATIVE TO DELTA SECONDARY SCHOOL 1000 10th Ave. S.E. Delta, B.C.	



DELTA SECONDARY SCHOOL
FIRST FLOOR PLAN

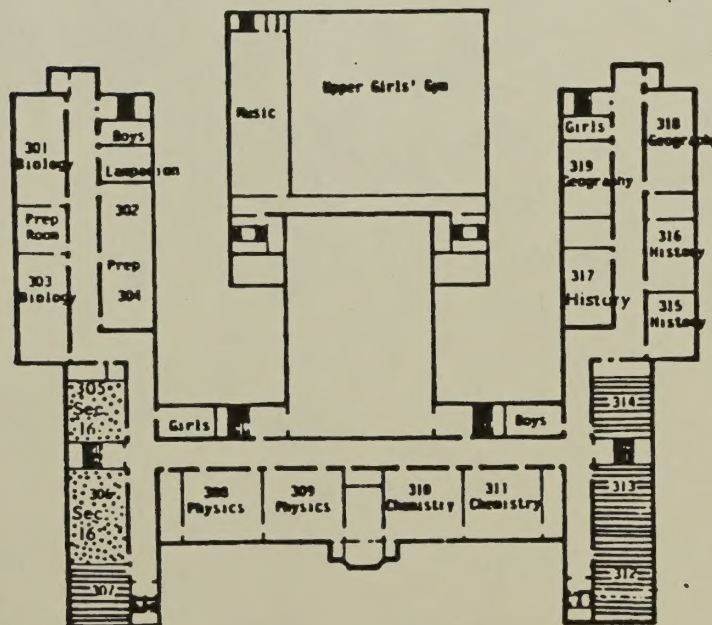


DELTA SECONDARY SCHOOL
FLOOR PLAN



DELTA SECONDARY SCHOOL

SECOND FLOOR PLAN



DELTA SECONDARY SCHOOL

THIRD FLOOR PLAN



DELTA SECONDARY SCHOOL
NORTH WING PLAN



DELTA SECONDARY SCHOOL
EAST WING PLAN

A G E N D A
DEVELOPMENT COMMITTEE
1989 03 02

Confirmation of the minutes of the last regular and special meeting of
1989 02 14.

GENERAL

NEW BUSINESS:

1. Report re: Update - Re-organization - Superintendents of Schools
Areas 4 and 5- pages 1 - 8.
2. Technology Showcase - 1990 (to be mailed under separate cover).
3. Report of the Race Relations Committee - page 9.

ELEMENTARY/SECONDARY

1. Presentation by Area 1 Team re Compensatory Education,
Inner-City Schools

PAGE 1.

REPORT TO
THE DEVELOPMENT COMMITTEE
FROM AREA FOUR AND FIVE

1989-03-02

Pat Gillie,
Superintendent of Schools,
Area 4.

Ray Irvine,
Area 4 Supervisor.

Don Rothwell,
Superintendent of Schools,
Area 5.

Bruce Mair,
Area 5 Supervisor.

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

- 1 -

AREA FOUR RESOURCE TEAM

Pat Gillie	- Superintendent of Schools - Area 4
Ray Irvine	- Area 4 Supervisor
Bud Chaston	- Area 4 Supervising Foreman
Sheila George	- Secretary to Superintendent and Area 4 Supervisor
Dorothy Anderson	- Secretary to Resource Team - Area 4
Bill Whittle	- Primary Consultant
Louis Quildon	- Junior Consultant
Eric Hipkiss	- Special Education Consultant
Mary Haylock	- Area Learning Resource/Gifted
Lynn Costello	- Special Education - Speech/Language Pathologist
Elmer Dippel	- Adjustment Counsellor
Lillian Orban	- Adjustment Counsellor
Lois Campbell	- Psychological Services Consultant (On Leave)
Linda Tsaros	- Psychological Services Consultant
Sheryn Ricker	- Psychological Services Consultant

Area Five Resource Team

Don Rothwell	- Superintendent of Schools - Area 5
Bruce Mair	- Area 5 Supervisor
Ed Maskell	- Area 5 Supervising Foreman
Carol Midgley	- Secretary to Superintendent and Area 5 Supervisor
Debbie Bell	- Secretary to Resource Team - Area 5
Barbara Haverty	- Primary Consultant
Mary Jean Tyczynski	- Junior Consultant
Eto Corcione	- Special Education Consultant
Jo-Anne Neath	- Area Learning Resource/Gifted
Debbie McQuin	- Special Education - Speech/Language Pathologist
James Cairns	- Adjustment Counsellor
Mel Spencer	- Adjustment Counsellor
David Ryckman	- Psychological Services Consultant
Lois Campbell	- Psychological Services Consultant
JoAnn Reitzel	- Psychological Services Consultant

Special Assignment Teachers**Area Four and Five**

Margaret Bowman	- Secondary Schools - Curriculum Implementation
Leanne Yarwood	- Special Education - Program Modification

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the Americas in search of a new life. These early pioneers faced many hardships, but they persevered and built a new society. Over time, the United States grew from a small colony into a powerful nation. It fought wars, both against foreign powers and its own citizens, but it emerged stronger and more united. The story of the United States is a testament to the power of the human spirit and the ability of a people to overcome adversity.

THE FOUNDING OF THE NATION

The founding of the United States is a story of vision and courage. It was a group of men, known as the Founding Fathers, who came together to create a new nation. They believed in the principles of liberty, justice, and equality. They fought for these principles and won. The United States was born. From that day on, it has been a land of opportunity and hope. It has been a place where people from all over the world have come to seek a better life. The history of the United States is a story of the power of the American dream.

THE AMERICAN DREAM

The American dream is a dream of a better life. It is a dream of a place where everyone has the chance to succeed. It is a dream of a land where the only limit to one's success is one's imagination. The American dream is a dream that has inspired millions of people. It is a dream that has made the United States a land of opportunity and hope.

- 2 -

SCHOOLS SERVED BY
AREA FOUR AND FIVE

AREA FOUR**Elementary:**

Burkholder
Cardinal Heights
C. B. Stirling
Comley
Fernwood Park
Franklin Road
Hampton Heights
Huntington Park
Lawfield
Linden Park
Lisgar
Pauline Johnson
Peace Memorial
Richard Beasley
Thornbrae
Vern Ames
Vincent Massey

Secondary:

Barton
Crestwood
Hill Park
Sherwood

AREA FIVE**Elementary:**

Buchanan Park
Chedoke
Eastmount Park
G. L. Armstrong
Holbrook
Holbrook (S.A.M.)
James MacDonald
Mountview
Norwood Park
Queensdale
R. A. Riddell
Ridgemount
Ryckman's Corners
Seneca
Westview
Westwood

Secondary:

Phoenix Alternative
Education Program
Caledon
Sir Allan MacNab
Westmount

MEMORANDUM FOR THE RECORD
SUBJECT: [Illegible]

DATE	INITIALS	REMARKS
10/1/54	[Illegible]	[Illegible]
10/2/54	[Illegible]	[Illegible]
10/3/54	[Illegible]	[Illegible]
10/4/54	[Illegible]	[Illegible]
10/5/54	[Illegible]	[Illegible]
10/6/54	[Illegible]	[Illegible]
10/7/54	[Illegible]	[Illegible]
10/8/54	[Illegible]	[Illegible]
10/9/54	[Illegible]	[Illegible]
10/10/54	[Illegible]	[Illegible]
10/11/54	[Illegible]	[Illegible]
10/12/54	[Illegible]	[Illegible]
10/13/54	[Illegible]	[Illegible]
10/14/54	[Illegible]	[Illegible]
10/15/54	[Illegible]	[Illegible]
10/16/54	[Illegible]	[Illegible]
10/17/54	[Illegible]	[Illegible]
10/18/54	[Illegible]	[Illegible]
10/19/54	[Illegible]	[Illegible]
10/20/54	[Illegible]	[Illegible]
10/21/54	[Illegible]	[Illegible]
10/22/54	[Illegible]	[Illegible]
10/23/54	[Illegible]	[Illegible]
10/24/54	[Illegible]	[Illegible]
10/25/54	[Illegible]	[Illegible]
10/26/54	[Illegible]	[Illegible]
10/27/54	[Illegible]	[Illegible]
10/28/54	[Illegible]	[Illegible]
10/29/54	[Illegible]	[Illegible]
10/30/54	[Illegible]	[Illegible]
10/31/54	[Illegible]	[Illegible]

- 3 -

THE AREA OFFICE

Key Concepts of the Area Office

- the Area Office is the cornerstone of reorganization
- the purpose of the Area Office is to support the classroom teacher
- the mode of delivery is a decentralized delivery system
- the resource team is the agent for the delivery

The Resource Team

- address current and future needs
- assist Principals with school priorities
- maintain a link between the area and the system/central office needs

Approach

- the model is that of a multi-disciplinary team representing all aspects of pupil needs and teacher supports
- personnel with different skills and different functions are able to interact in a team approach

THE HISTORY OF THE UNITED STATES

THE HISTORY OF THE UNITED STATES

- The first settlers of the United States were the Pilgrims and the Puritans.
- The Pilgrims arrived in 1620 and the Puritans in 1630.
- The Pilgrims were the first to establish a permanent settlement in North America.
- The Puritans were the first to establish a permanent settlement in the New England area.

THE HISTORY OF THE UNITED STATES

- The Pilgrims and the Puritans were the first to establish a permanent settlement in North America.
- The Pilgrims were the first to establish a permanent settlement in the New England area.
- The Puritans were the first to establish a permanent settlement in the New England area.

THE HISTORY OF THE UNITED STATES

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- The Pilgrims were the first to establish a permanent settlement in the New England area.
- The Puritans were the first to establish a permanent settlement in the New England area.

- 4 -

FRAMEWORK FOR PLANNING

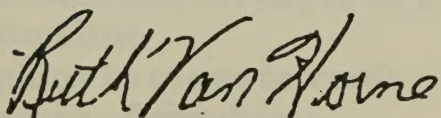
At the Director's Luncheon, prior to school opening in September, "New Opportunities.....A Framework for Planning" was presented. One of the major issues contained within the document dealt with the development of both school and area plans. Following is a statement from the document which deals with the designing of a framework for planning:

The planning process which evolves over this year will be done within the following parameters and basic assumptions:

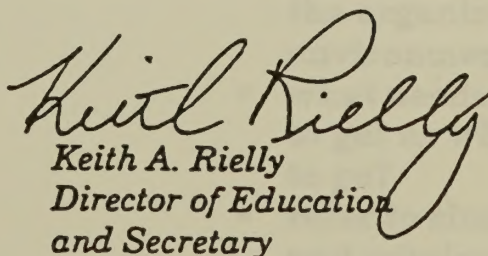
- *Senior Management will act as the co-ordinating and steering team, responsible for maintaining a balance between areas and departments with respect to educational programs and activities planned over the next three to five years.*
- *The draft Area and Central Office Department Plans will be ratified by the Senior Management Team, subject to the system's needs and resources available.*
- *The School Plans will be developed through the leadership of the principal's planning team in conjunction with the Superintendent of Schools.*
- *The draft School Plans will be developed in conjunction with other schools in the area and in concert with the directions and resources available through each Area Plan and in harmony with the schools in the area.*

Designing a framework for planning is an easy process. The difficulty is its implementation. To this end, we invite your participation and leadership.

Sincerely,



Ruth Van Horne
Chairman of the Board



Keith A. Rielly
Director of Education
and Secretary

Planning Model

Situational Analysis

- recent past (2-3 years)
- present
- future (ideal and predicted)
- look at the environment thoroughly



- keep doing
- stop doing
- start doing

Short-term Actions/ Tasks

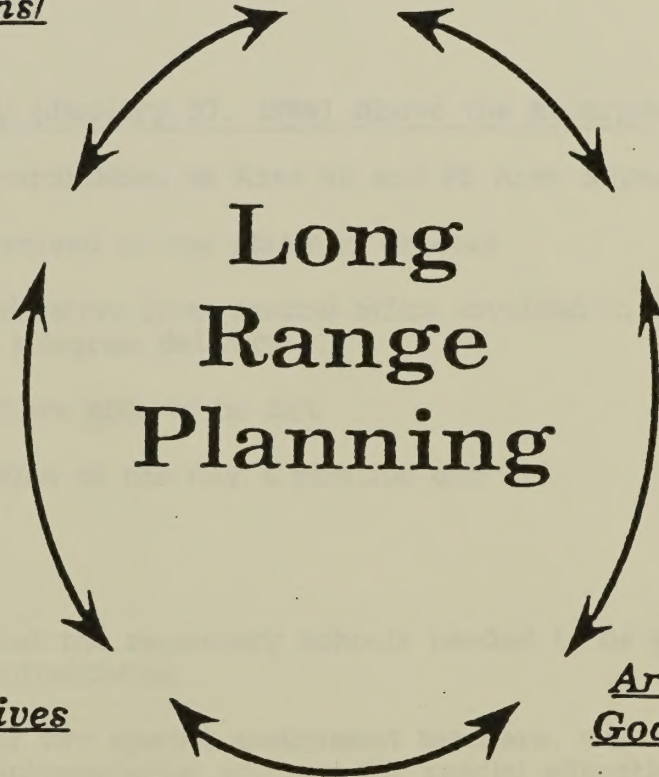
(1-year plan)

- specific responsibilities
- dates, timelines, outcomes
- evaluations and regular reviews
- set down clear steps for tomorrow, next month...

Mission/Purpose

- reason for existence
- why are we here?
- how can we make a difference?
- may include "how"
- work as individuals and/or as a group

Long
Range
Planning



Strategies/Objectives

(5-year plan)

- block of effort, major ideas
- directions arranged in a timeline
- plans to move towards areas of emphasis
- select and prioritize five or six

Areas of Emphasis/ Goals

- keys to accomplishing the mission
- what needs to change in the organization or its environment?
- what needs to work most to get us where we want to go?
- refer to situation data and mission

*Use Planning, Review, Development and Implementation PRDI Model.

Planning Model

Environmental Analysis

- assess past and present
- forecast
- future trends and possibilities
- look at the environment
- the company

Internal Analysis

- assess for strengths
- identify weaknesses
- how can it be improved?
- what are the company's resources?
- what are the company's capabilities?
- what are the company's core competencies?

Strategic Analysis

- specific strategy
- competitive advantage
- growth strategies
- diversification and
- vertical integration
- horizontal integration
- cost leadership
- differentiation
- focus on core competencies

Long Range Planning

Area of Opportunity

- new technology
- new markets
- what are the changes in the environment?
- what are the company's strengths?
- what are the company's weaknesses?
- what are the company's core competencies?
- what are the company's resources?
- what are the company's capabilities?
- what are the company's core competencies?

Strategic Implementation

- short-term action
- long-term action
- strategic planning
- tactical planning
- operational planning
- financial planning
- human resources planning
- information systems planning
- research and development
- marketing

*The Planning Model is a framework for developing a strategic plan.

- 6 -

DECENTRALIZATION.....

SOME SUCCESSES

With the role of Area Supervisor beginning to become firmly established and with school/area planning proceeding according to our planning framework, other successful developments are able to be commented upon.

Elementary P.A. Day (January 27, 1989) Above the Escarpment:

- under the co-ordination of Area #4 and #5 Area Supervisors
- all schools involved in the planning process
- subject co-ordinators from central office involved in both planning and program delivery
- needs of teachers able to be met
- school evaluation of the day a positive one

Secondary Schools:

- recognition that the secondary schools needed to be addressed through decentralization
- appointment of two special assignment teachers, one for curriculum implementation and one for special education
- in-servicing of secondary school staff by the two special assignment teachers
- excellent network involving Learning Resource Teachers developing

- 7 -

Plant Department

- Supervisory Foremen working out of area offices
- an enhanced relationship between our schools and the Department of Plant as problems have been mutually solved
- on-going communication provided by Supervisory Foreman between schools and Superintendent of Schools
- Supervisory Foremen have become integral members of the Area Resource Team

Multidisciplinary Resource Team:

- all disciplines represented in one location
- access to resource team members ensured
- ability to provide immediate action to meet students' needs (and, consequently, schools' needs)
- each resource team member has a voice and a perspective
- allows for the efficient sharing and utilization of the knowledge and expertise of the team

Both principals and teachers have offered unsolicited comments since September concerning the availability of resource personnel, the area Supervisor and the Superintendent of Schools insofar as school visitations are concerned.

Other Documents

- [illegible text]
- [illegible text]
- [illegible text]
- [illegible text]
- [illegible text]

Confidential Source Files

- [illegible text]
- [illegible text]
- [illegible text]
- [illegible text]
- [illegible text]

[illegible text]

REPORT OF THE
RACE RELATIONS COMMITTEE

Present: Canon Rogers (Chairman); Trustees Allen, Johnston, Korz, and Clarke.

Also

Present: Trustees Bishop, and A. Stewart.
S. Pooni

Officials

Present: K. A. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
R. Binns (Superintendent of Schools - Area 3)
S. Barrs (Consultant, Values Education)

The Committee recommends:

GENERAL

- a) That a statement be prepared for public dissemination regarding the position of the Ministry of Education and the Hamilton Board of Education in regards to Opening Exercises.
- b) That the Hamilton Board of Education make a submission to the Watson Inquiry regarding Religious Education in Ontario Schools.

Respectfully submitted,

Canon J. Rogers
Chairman

Committee Room
1989 02 08

REPORT ON THE
SIX MONTHS' STUDY

During the six months' study, the following results were obtained:

The results of the study are as follows:

1. The results of the study are as follows:
2. The results of the study are as follows:
3. The results of the study are as follows:
4. The results of the study are as follows:

The results of the study are as follows:

CONCLUSION

It is concluded that the results of the study are as follows:

The results of the study are as follows:

The results of the study are as follows:

The results of the study are as follows:

The results of the study are as follows:

APR 3 1989

GOVERNMENT DOCUMENTS

A G E N D A

DEVELOPMENT COMMITTEE

1989 04 06

Confirmation of the minutes of the last meeting.

GENERAL

NEW BUSINESS:

1. Reports re: Update - Re-organization:
 - (a) Superintendent of Schools - Area Three.
 - (b) Superintendent of Human Resources.
2. Report of the Race Relations Committee - Pages 1 & 2.

URBAN MUNICIPAL

1971-1972

GOVERNMENT DOCUMENTS

REPORT OF THE
RACE RELATIONS COMMITTEE

Present: Canon Rogers (Chairman); Trustees Allen, Korz, Johnston
and M. Clarke

Also

Present: Trustees Deans and Kennedy

Officials

Present: K. A. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
S. Barrs (Consultant, Values Education)
J. Paterson (Senior Accounting Analyst)

The Committee recommends:

a) That a Sub-Committee be formed to deal with the presentation to the Glenn Watson Commission, emphasizing such items as the support for:

- i) adequate curriculum
 - ii) adequately trained instructors
 - iii) that pilot projects be established
- and such items as the Committee may bring forth.

b) That the Board of Education seek Ministry clarification on the following concerns about both the Ministry directive RE: Opening Exercises, and of the Supreme Court ruling on the case of Zylberberg vs. The Director of the Sudbury Board of Education:

- i) The way in which the Ministry directive affects or is affected by Section 235 (a) of the Education Act;
- ii) Whether daily readings from various religious traditions do or do not discriminate against those not from the religious background of the reading in question, and whether the policy of daily readings from different religious and non-religious traditions simply puts the concerns of the applicants in the case of Zylberberg vs. The Director of the Sudbury Board of Education on a rotational basis of daily discrimination against groups not represented on any one particular day;
- iii) Whether or not the parents of students in the Hamilton school system would have any perceived basis for court action should the Hamilton Board take the following action:
 - 1) daily readings from various religious and non-religious traditions (as in "ii" above), or
 - 2) no religious readings, but the use of other readings which might be described as secular humanist, making this the "religion" of the Hamilton Board of Education,

- 3) multi-religious education,
- 4) no religious education

iv) Whether the Judaeo-Christian basis of i) The Lord's Prayer or ii) The Psalms excludes them from the Ministry directive of "no one religion shall be used exclusively or be given a position of primacy", thereby making their daily reading permissible.

Further, that the officials bring a report of all these findings, including a legal recommendation for present and future action on this issue, to a meeting of the Race Relations Committee.

c) The the Amended Working Paper "Towards Race Relations and Ethnocultural Equity" be accepted.

Respectfully submitted,

Canon Rogers
Chairman

Committee Room
1989 03 20

2) With reference to the
of the following statement

It is further the responsibility of the Board to ensure that the
system is designed to meet the needs of the community and to ensure
that the system is designed to meet the needs of the community and to ensure
that the system is designed to meet the needs of the community and to ensure

Further, that the system is designed to meet the needs of the community and to ensure
that the system is designed to meet the needs of the community and to ensure
that the system is designed to meet the needs of the community and to ensure

It is the responsibility of the Board to ensure that the system is designed to meet the needs of the community and to ensure
that the system is designed to meet the needs of the community and to ensure
that the system is designed to meet the needs of the community and to ensure

Respectfully submitted,

Chairman
Board

Chairman
Board

CA401 HBL W26
A32
1989

A G E N D A

DEVELOPMENT COMMITTEE

1989 06 01

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Pilot Program in Native Languages (Mohawk) - Page 1

NEW BUSINESS:

1. Report of the Race Relations Committee - Page 2 to 6
2. Short and Long Range Planning Priorities - Pages 7 to 26

1989 06 01

The Chairman & Members
Development Committee
The Board of Education for the
City of Hamilton

Ladies & Gentlemen :

Re: Pilot Program in Native Languages (MOHAWK)

Background

- Between May 4th and May 19th, the period of extended registration for the pilot Native-as-a-Second Language Program in MOHAWK, one additional student was registered.
- The final statistics are as follows:

Registrations for <u>Hillsdale/Hillcrest</u> :	<u>Primary Class</u>	- 4 students
	<u>Junior Class</u>	- 5 students
	Total	- 9 students
Registrations for <u>Adelaide Hoodless</u> :	<u>Primary Class</u>	- 7 students
	<u>Junior Class</u>	- 5 students
	Total	- 12 students
- In the opinion of Board officials these groupings are too small to provide a solid program base both on the short term and on the long term. They are also below the Ministry recommendation of at least 15 students per class.

It is recommended that:

- due to an insufficient number of registrants the implementation of a pilot Native-as-a-Second Language Program (MOHAWK) be cancelled for September, 1989;
- the motion of May 4th, 1989, to create a broadly based planning team to re-examine possible starting grades and appropriate locations be confirmed;
- a report from the planning team be brought to the Development Committee of the Board in January, 1990.

Prepared by: John C. Hill, Co-ordinator of Languages
Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum
Approved by: K.A. Rielly, Director of Education

REPORT OF THE

RACE RELATIONS COMMITTEE

Present: Canon Rogers (Chairman); Trustees Johnston, Korz and Clarke.

Also

Present: Trustee P. Kennedy

Officials

Present: K. A. Rielly, Director of Education and Secretary
B. Sinclair, Superintendent of Human Resources
S. Barrs, Values Consultant
L. Sproule-Jones, Co-ordinator, Affirmative Action

The Committee recommends:

GENERAL

1. That the Report on Religious Education in Schools be approved for submission to the Watson Inquiry. (see attached)

Respectfully submitted,

Canon Rogers,
Chairman

Committee Room
1989 05 08

REPORT OF THE

BOARD OF DIRECTORS

OF THE

STATE

OF NEW YORK

FOR THE

YEAR ENDING

DECEMBER 31, 1900

AND

FOR THE YEAR ENDING

DECEMBER 31, 1901

CONTENTS

STATE OF NEW YORK

OFFICE OF THE COMPTROLLER

ALBANY

1902

1903

1904

1905

SUB-COMMITTEE SUBMISSION TO THE WATSON INQUIRY ON RELIGIOUS
EDUCATION IN SCHOOLS

Submitted to: Race Relations Committee

Date: May 9, 1989

The Hamilton Board of Education would submit that a religious education for every student is integral to the educational process in the development of youth in Ontario who will be able to understand, interpret and apply the rich mosaic presently experienced in Hamilton, as seen through the arts, sciences and disciplines of our culture. This is an opinion which we believe is shared with the vast majority of parents and educators in Canada.

While in the past it may have been satisfactory to teach exclusively the Judaeo-Christian heritage, this Board acknowledges that today, in addition to this tradition, information and understanding of other living religions of the world is demanded.

For the full development of our students, every dimension of human experience, including the religious, must be part of the curriculum. Our young people must be able to evaluate the role of religion in our society. In this particular jurisdiction where there are areas where the majority of students represent a non-Judaeo/Christian background, it is invaluable for the well-being of society to understand our multi-faith, multi-ethnic mosaic. The young people must have opportunity to not only be exposed to, but to interpret this diversity.

What we propose for a religious education programme in Ontario is an approach that includes both religious and non-religious world views and their contribution to the students' search for meaning. Students must be encouraged to understand how the belief systems of the world's religions as well as the world views associated with atheism, agnosticism and humanism provide individuals and communities with meaning and a sense of purpose. Religious education is the natural place in the curriculum to discuss these issues of life meaning.

If our constituency is to have an educated opinion, an understanding of the way religious beliefs and doctrine affect the actions of believers is required. One has only to consider the political implications of religious movements like the schisms in the history of the early church, the Protestant Reformation or the contemporary Moral Majority to see the importance of religious education. As our society becomes more urban and the variety of religious and ethnic backgrounds becomes more diverse, students need a conceptual framework that assists them to appreciate the cultural diversity in Hamilton. This will enable them to nurture a vision of tolerance and understanding, recognize the richness of multi-culturalism, and empower them to overcome the problems associated with pluralism.

In those multi-faith religious education programmes established in such diverse areas as Queensland, Australia or England (Birmingham syllabus), the curriculum for religious education treats as

authentic the faith experiences of individuals and groups of which today's world population is composed. This approach does not reduce religions to the lowest common denominator, nor does it present a "smorgasbord" of religious diversity. Neither is its purpose to make comparisons between religions in order to show the superiority of one over another; in fact, creating such a perception would be morally reprehensible. Rather, in an educational context, students are encouraged to consider the meaning of religion in the lives of those who practise it and to develop ways of understanding and examining the phenomena of religion.

AIMS OF RELIGIOUS EDUCATION

To provide a place in the school curriculum where both religious diversity and similarity can be explored.

To help each student develop an understanding of, and respect for, the religious traditions that are part of contemporary society.

To study the role played by religious and non-religious movements in developing society.

To examine the relationship between human values and religious practices.

To bring students into contact with the religious history of their own community, and provide opportunities to explore the religious history of those in the classroom who may come from different ethnic and religious backgrounds.

To consider the significant role played by religion in the formation of human identity.

To assist the student in his or her quest for ultimate meaning.

To provide students with the conceptual tools necessary for religious literacy and teach them how to use these tools in the process of religious discourse.

LEARNING OUTCOMES OF A RELIGIOUS EDUCATION PROGRAM

(a) Personal

Growth in knowledge and awareness of our religious heritage in Hamilton, and throughout the world, resulting in more understanding, tolerant and open persons.

Increased mastery of the tools of religious discourse.

Understanding and empathy of the religious beliefs, practices and aspirations of others who relate to a different faith or culture.

Sharpening of skills, concepts and attitudes which will provide a firmer base for personal decisions.

Insights will enable students to build a healthy foundation for personal engagement in society.

(b) Societal

Linkages between student and family are strengthened through religious education, as are ties with various religious communities and the school, etc.

Social skills are developed for building community. In a religious education programme stereotypes and prejudices can be confronted and corrected.

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The second part of the report deals with the specific aspects of the country's development. It is a very detailed and comprehensive study of the country's development.

THE COUNTRY'S DEVELOPMENT

The country's development has been a very rapid and successful one. It has been a very interesting and informative study of the country's development. The country's development has been a very rapid and successful one. It has been a very interesting and informative study of the country's development.

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RECOMMENDATIONS

(1) DEVELOPMENT OF A CURRICULUM FOR RELIGIOUS EDUCATION

That the Ministry of Education appoint a Task Force to develop a curriculum for Religious Education including a methodology helpful for the study of religion and the acquisition of a body of factual knowledge about religions gained through literature, art, music and science, etc., and in contact with the living faith communities. It is suggested that when religious education is not developed, the key role of religion in society is understated or even ignored. Education without appropriate attention to major religious influences and themes is an incomplete education.

CONTENT

(a) Infancy and Early Childhood (3-8 years)

The content might include such topics as Festivals (Christian, Hindu, Jewish, Muslim); rituals and customs in the family and religious community; stories about world religions; themes of caring, forgiveness and other basic human values which enhance personal relationships.

(b) Later Childhood (8-12 years)

Here the content might include such topics as how people express their religious ideals through family and community service; rituals and symbols; sacred places; sacred writings; biographies of great people of various faiths and non-faiths, and how religion molded their lives and actions; religious concepts.

METHODOLOGY AND SKILLS TO BE TAUGHT

- (a) The program might be designed to develop thinking and inquiry skills and to help children think in divergent and exploratory ways.
- (b) The program might be developed around themes and taught using the time scheduling and methodologies that effective environmental studies programs now use.
- (c) The teacher-librarian would carry out the role outlined in Partners in Action.

AFFECT (BELIEFS AND VALUES TO BE TAUGHT)

The affective component of such a program would need to be very carefully designed. The specific traits would need to be agreed upon and a hierarchy or strand developed for each. This work is possible, but only a very few people in the province know how to do it. The Ministry design team would have to decide which traits were critical to the development of such a program. This would need to be very carefully done since there is some feeling that raising issues of difference does not, as we have believed, create a more open and tolerant attitude.

(lowest level)

(highest level)

LIKES/DISLIKES - ATTITUDE - BELIEF - VALUE - TRAIT

APPENDIX B

APPENDIX B: THE APPENDIX

The purpose of this appendix is to provide a detailed description of the data and methods used in the study. The data were collected from a series of experiments conducted over a period of six months. The methods used were designed to ensure the reliability and validity of the data. The data were analyzed using a series of statistical tests to determine the significance of the results. The results of the analysis are presented in the following sections.

CONTENT

1. Introduction and Background

The purpose of this section is to provide a brief overview of the study and its objectives. The study was designed to investigate the effects of a specific intervention on a particular outcome. The results of the study are presented in the following sections.

2. Methods

The methods used in this study were designed to ensure the reliability and validity of the data. The data were collected from a series of experiments conducted over a period of six months. The methods used were designed to ensure the reliability and validity of the data.

3. Results

The results of the study are presented in this section. The results show that the intervention had a significant effect on the outcome. The results are presented in the following sections.

4. Discussion

The results of the study are discussed in this section. The results show that the intervention had a significant effect on the outcome. The results are presented in the following sections.

Page 2	Page 3
Page 4	Page 5

(2) PROCESS FOR DEVELOPMENT

Because of the sensitivity of the issues involved, any religious education curriculum developed by the Ministry should be carefully piloted and field tested. These pilots and field tests should be appropriately funded and monitored by The Ministry of Education. Attention will need to be given to the content, the process of instruction, and teacher in-service.

(3) ACADEMIC AND PROFESSIONAL TRAINING AND CERTIFICATION OF TEACHERS OF RELIGIOUS EDUCATION

Multi-faith religious education does not require a teacher to suspend his or her own religious beliefs and values nor fabricate beliefs that are not held. What is required is a commitment to the pursuit of religious knowledge and an open and professional approach to developing religious understanding in the student. The teacher is required to be committed to educational goals and to accept that the proper outcome of religious education is sensitivity to the religious quest, awareness of the richness of religious culture and the knowledge of the place of religion in human experience.

Thus, it is recommended that courses in religious education be provided at Ontario colleges of education as part of the teacher's basic education, and in-service programmes be provided for the continuing education of teachers. These courses should concentrate on the particular methods needed to teach religious education and the content of the curriculum.

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO is a private, non-profit institution of higher learning. It is a member of the Association of American Universities. The University is located in Chicago, Illinois. It was founded in 1837. The University is a member of the Association of American Universities. The University is a member of the Association of American Universities. The University is a member of the Association of American Universities.

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Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1989 05 25.

To the Chairman and Members,
Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: System Planning Document

Throughout this year one of our major priorities has been to establish a direction for our Board which is firmly based on careful planning, involving all elements of our System.

The attached submission "System Planning Document" provides a supportive planning framework which will enable school, area, department and system planning to occur.

We welcome the opportunity to discuss with you this planning document.

Prepared by: Senior Management
Submitted and Approved by: K. A. Rielly, Director of Education and Secretary

Le Conseil de l'éducation
de la ville de Hamilton
100, rue Main ouest
Hamilton (Ontario)
L8N 3L1

Le 25 mai 1989

Destinataires :

Présidente et collègues
Comité de planification
Conseil de l'éducation
Hamilton (Ontario)

Mesdames et messieurs,

Objets: Planification au sein du système

Au cours de cette année scolaire une de nos priorités
était d'établir une direction pour le Conseil basée
sur une planification qui implique tous les niveaux du
système.

Le document ci-joint "Planification au sein du système"
nous apporte un plan sur lequel on peut s'inspirer afin de
mieux planifier pour les écoles, les secteurs, les
départements et le système.

Nous vous invitons à discuter du document en question.

Préparé par : L'administration
Soumis et approuvé par : K. A. Rielly, Directeur de
l'éducation et secrétaire

Priorities of Trustees

**(as set at Development Committee,
June 1988)**

Program - Special Education
 - Technical

Finance

Amalgamation

Accommodation

Social Issues

Language (literacy)

Communications

Priorités des conseillers(ères) scolaires

Selon le Comité de planification

Juin 1988

Programmes scolaires - Enfance en difficulté
- Études technologiques

Financement

Fusionnement

Capacité d'accueil

Questions sociales

Enseignement de l'écriture et de la lecture
(alphabétisation)

Communications

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
DEVELOPMENT COMMITTEE

June 1, 1989

DRAFT

**SYSTEM
PLANNING
DOCUMENT**

An emphasis on system planning began in the 1988 - 1989 year. We are now entering the second year of a three year planning process.

That plan was based on and emphasized:

- a coordinated participative planning model;
- enhanced face to face communication;
- a broadened base of decision-making.

These processes enable us to better focus on and deliver improved learning conditions in classrooms.

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON
COMITÉ DE PLANIFICATION

le 1^{er} juin 1989

ÉBAUCHE

**PLANIFICATION
AU SEIN DU
SYSTÈME**

Au cours de l'année 1988-1989, nous avons commencé à définir les priorités pour notre système scolaire.

Le plan que nous avons élaboré a été échelonné sur une période de trois ans et voici que nous entamons déjà la deuxième année.

Ce plan repose et met l'accent sur les trois facteurs suivants :

- une planification coordonnée à laquelle participent tous les groupes intéressés;
- une communication plus étroite;
- une prise de décision moins restreinte.

C'est grâce à ces éléments que nous pouvons concentrer davantage notre attention sur l'amélioration des conditions d'apprentissage en salle de classe et y assurer un apprentissage plus efficace.

Beliefs

- People are our most important resource.
- Parents and community organizations can provide positive input to schools.
- Decisions are best made closest to the source of those affected by them.
- Mutual development and sharing of information.
- Respect for the worth and contribution of each individual to our system.
- Diversity of program and interdependence according to Area needs.
- Sensitivity to needs of students, staff and parents.
- Involvement of employees in decision-making.
- Recognition that failure can be a springboard for learning.
- Teach students to produce, manage and cope with change.
- Model positive attitudes and promote practical skills.
- Promote an interest in the learning process.
- Facilitate staff development of all employees.
- Life-long and alternative learning.
- Team effort at all levels.
- Good public relations.
- System reflects cultural diversity.
- Provide educational opportunities to all.
- Relevant curriculum (student-centred and future-oriented).
- Provide school and community resources to meet special needs.
- Utilize technology to improve methods for learning.
- Risk striving for excellence and superior performance.
- We must celebrate our accomplishments.

Croyances

- Les gens représentent notre plus importante ressource.
- Les parents et les organismes communautaires peuvent apporter une contribution effective dans les écoles.
- C'est en travaillant avec un groupe que l'on peut prendre les décisions le concernant.
- Nous devons recueillir l'information en commun et la partager.
- La valeur et la contribution de chaque personne au sein de notre système doivent être respectées.
- Les programmes et l'interdépendance doivent varier selon les besoins de chaque secteur.
- Il faut tenir compte des besoins des élèves, du personnel et des parents.
- Les employé(e)s doivent participer à la prise de décision.
- Il est important de reconnaître que c'est souvent par les échecs que l'on apprend.
- Nous devons enseigner aux élèves de produire, de se débrouiller et de faire face aux changements.
- Nous devons avoir une attitude positive et en donner l'exemple, et favoriser la compétence pratique.
- Nous devons promouvoir l'intérêt au processus d'apprentissage.
- L'épanouissement de tout le personnel doit être facilité.
- Nous devons assurer un apprentissage continu et diversifié.
- L'effort d'équipe doit être produit à tous les niveaux.
- Nous devons entretenir de bonnes relations publiques.
- Notre système reflète une diversité culturelle.
- Les mêmes chances d'éducation doivent être offertes à chacun(e).
- Le programme d'études doit être approprié (axé sur l'élève et orienté vers le futur).
- Nous devons assurer au sein des écoles et de la communauté les ressources nécessaires pour répondre aux besoins particuliers.
- Nous devons avoir recours à la technologie pour améliorer les méthodes d'apprentissage.
- Nous devons faire notre possible pour atteindre la perfection et un rendement supérieur même si cela entraîne des risques.
- Nous devons célébrer toutes nos réussites.

Vision

“Learning is most important to success in life.”

The vision of the Hamilton Board is to have a student-centred and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication, and challenges students to continued achievement.

This direction represents a refocussing on the students in the classroom.

Support and development of this vision will provide Hamilton students with the capabilities to meet the challenges of the 21st century.

Vision

“L'apprentissage est un facteur des plus importants pour la réussite dans la vie.”

Le Conseil aimerait établir un système d'éducation axé sur l'élève et l'école où l'on préconiserait et apprécierait la bienveillance, l'égard pour les différences, la responsabilité, l'innovation, la confiance et la sincérité et où le succès sans relâche représenterait un défi pour les élèves.

Cette vision constitue une réorientation du système vers les élèves en salle de classe.

Avec l'appui et l'élaboration nécessaires, il sera possible de faire acquérir aux élèves les aptitudes requises pour relever les défis du vingt et unième siècle.

Mission Statement

The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

1. Strategic Planning
2. Team Building
3. Individual Growth & Organization Effectiveness
4. Effective Service

Enhanced face-to-face communication

A broadened base of decision-making

Beliefs • Vision • Mission

Énoncé de l'intention du Conseil

Le Conseil de l'éducation de la ville de Hamilton a pour but d'éduquer les enfants et les adultes afin que ces derniers(ères) puissent profiter de la vie en tant que membres créatifs de notre société toujours conscients de leurs responsabilités et de la contribution qu'ils doivent apporter.

Effective Program

Effective Learning

EFFECTIVE SCHOOLS

Inviting

Caring



1989-92 Administrative Directions

1. Strategic Planning
2. Team Building
3. Individual Growth &
Organization Effectiveness
4. Effective Service

1988-1989 System Directions

Co-ordinated participative
planning within a
framework.

Enhanced face-to-face
communication.

A broadened base of
decision-making



Beliefs • Vision • Mission

Programme efficace

Apprentissage efficace

ÉCOLES DE QUALITÉ

Milieu attrayant

Milieu favorable



Orientations administratives pour les années 1989-1992

1. Planification stratégique
2. Formation d'équipes
3. Épanouissement personnel
et efficacité accrue du
système
4. Service efficace

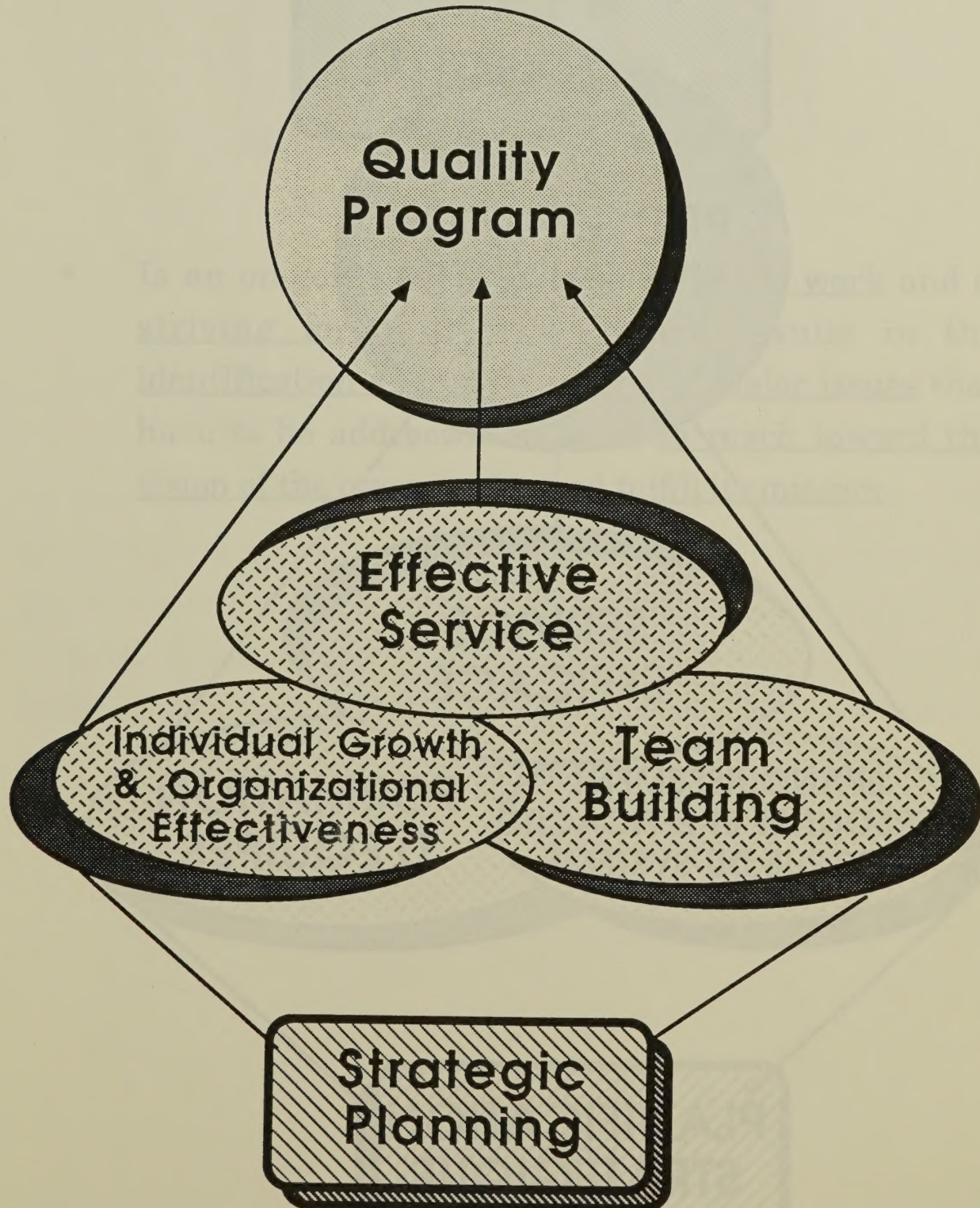
Orientations au sein du système pour les années 1988-1989

1. Planification coordonnée dans
un cadre défini à laquelle par-
ticipent les groupes intéressés
2. Communication plus étroite
3. Prise de décision moins
restreinte

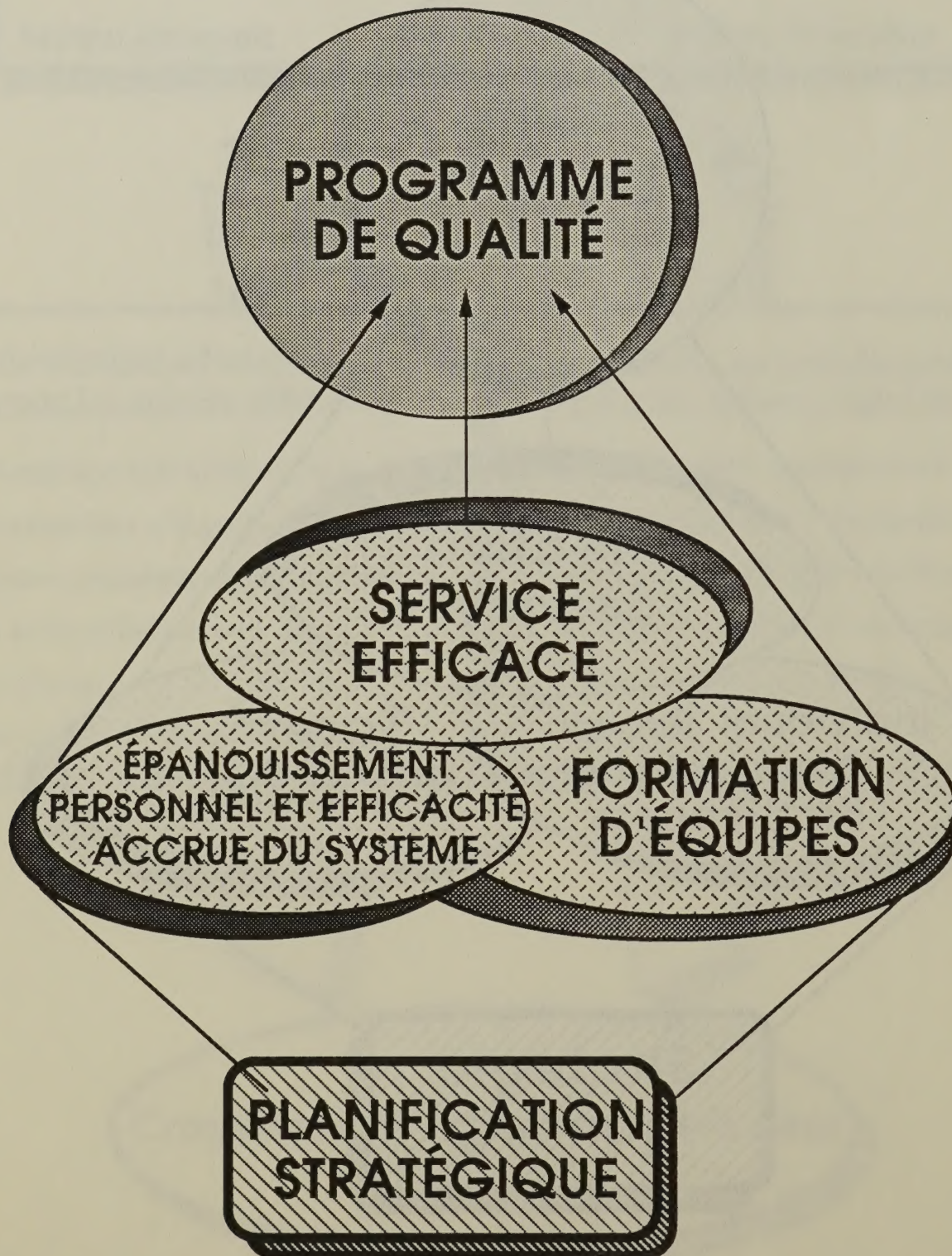


Croyances • Vision • Mission

BELIEFS • VISION • MISSION



CROYANCES • VISION • MISSION



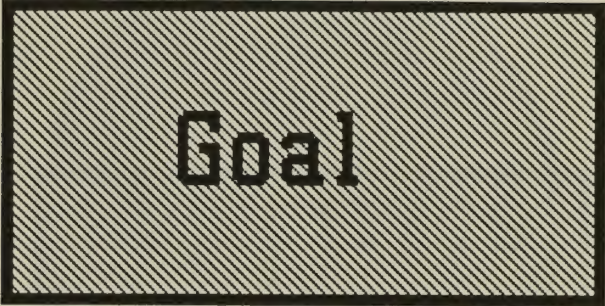
Strategic Planning

- Is an on-going process requiring team work and a striving for consensus which results in the identification and prioritization of major issues that have to be addressed in order to reach toward the vision of the organization and fulfill its mission.

PLANIFICATION STRATÉGIQUE

La planification stratégique est un processus continu qui exige un travail d'équipe et un effort de la part de tous et de toutes pour arriver à un accord. C'est un processus qui nous permet de définir les points principaux dont il faut tenir compte ainsi que l'ordre dans lequel nous devons les aborder afin d'atteindre la vision du Conseil et de réaliser la mission qu'il s'est fixée.

STRATEGIC PLANNING



Goal

- To learn to plan more effectively so as to create and to implement short and long range plans for schools, areas, departments, and for the system.

PLANIFICATION STRATÉGIQUE



Grâce à la planification stratégique, nous apprendrons à mieux planifier de façon à pouvoir élaborer et mettre en oeuvre des plans à court terme et à long terme pour les écoles, les secteurs, les départements et le système.

STRATEGIC PLANNING



- Members as well as leaders of teams will facilitate the variety of teams in the system to better:
 - i) conduct reviews and needs assessments;
 - ii) help develop plans and timelines;
 - iii) engage in team building to help ensure effective implementation of plans;
 - iv) co-ordinate the allocation of resources;
 - v) communicate intentions clearly to the system.

PLANIFICATION STRATÉGIQUE



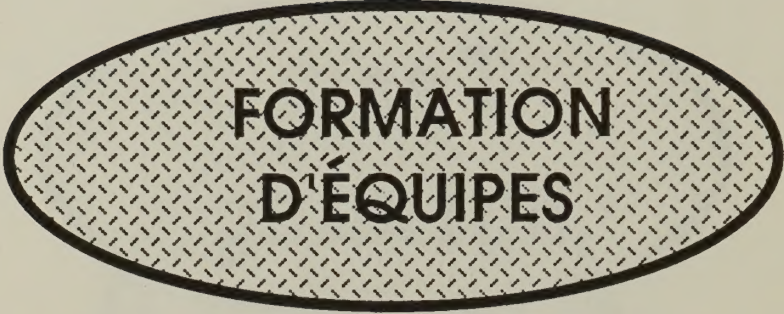
Avec l'aide des membres et des chefs des équipes qui forment des groupes hétérogènes au sein du système, nous parviendrons mieux :

- i) à mener des enquêtes et à évaluer les besoins;
- ii) à élaborer des plans et à fixer les échéances;
- iii) à former un esprit d'équipe et à assurer ainsi une mise en oeuvre efficace des plans;
- iv) à coordonner la répartition des ressources;
- v) à faire connaître les buts au système.

Team Building

- Is a process which is built upon trust and that optimizes the achievement of goals of the organization while providing for personal growth and satisfaction by:
 - i) recognizing the diverse talents of individuals;
 - ii) providing the opportunity to practise and hone critical team-building skills;
 - iii) facilitating working together interdependently.

The result of this process is an increased commitment and improved ability to solve problems, thus leading to more effective decisions.



FORMATION D'ÉQUIPES

La formation d'équipes est un processus qui repose sur la confiance et qui maximise la réalisation des buts du système. Elle assure en même temps une satisfaction et un épanouissement personnels étant donné qu'on :

- i) reconnaît à chaque membre ses talents particuliers;
- ii) permet aux membres de mettre en pratique et de parfaire les aptitudes nécessaires à la formation d'équipes;
- iii) facilite la collaboration et l'interaction. C'est un processus qui donne lieu à un engagement accru, à une capacité plus aiguisée de résoudre les problèmes et, par conséquent, à une prise de décision plus efficace.

TEAM BUILDING



Goal

- To establish teams that use inter-disciplinary problem-solving and conflict resolution processes in order to take advantage of each group's abilities (skills) and knowledge to facilitate decision-making that is quick, clear and effective.

FORMATION D'ÉQUIPES



En créant des équipes qui utilisent des méthodes de solution de problèmes et de conflits propres à plusieurs domaines, nous mettrons à profit les aptitudes et les connaissances de chaque groupe et faciliterons ainsi la prise de décision en la rendant plus rapide, plus claire et plus efficace.

TEAM BUILDING



Objectives

- Leaders in the process of team building will:
 - i) provide a facilitator, versed in team building, to train, monitor, and provide feedback;
 - ii) conduct a needs assessment to determine gaps in the skills, knowledge, and experience of team members;
 - iii) model and provide opportunities to practise using the diverse skills of individuals and the collective skills of teams;
 - iv) acknowledge, along with team members, the strengths (skills, knowledge, and experience) of fellow team members.

FORMATION D'ÉQUIPES



Les personnes responsables de la formation d'équipes :

- i) nommeront un(e) conseiller(ère) expérimenté(e) dans la formation d'équipes afin d'assurer la formation et la supervision et de faire part des réactions;
- ii) évalueront les besoins afin de déterminer les lacunes en ce qui concerne les aptitudes, les connaissances et l'expérience des membres des équipes;
- iii) seront un exemple pour les membres et offriront des occasions pour mettre en pratique les diverses aptitudes de chaque membre ainsi que les aptitudes collectives;
- iv) de concert avec les membres des équipes, reconnaîtront les points forts (aptitudes, connaissances et expérience) de certains membres.



Effective Service

- Comes from a commitment of staff at all levels of the organization, to provide effective service for others in both official languages, that is timely, efficient, accurate, complete and caring.



SERVICE EFFICACE

La prestation d'un service efficace dans les deux langues officielles qui est à la fois adéquat, bien organisé, intégral et utile est un processus issu de l'engagement du personnel à tous les niveaux du système.

EFFECTIVE SERVICE

Goal

- To provide service that adds value to the educational process by impacting positively on the learning and development of students, teachers, and other staff.

SERVICE EFFICACE



Le système vise à assurer un service qui valorise le processus éducatif en contribuant à l'apprentissage ainsi qu'à l'épanouissement des élèves, des enseignant(e)s et des autres membres du personnel.

EFFECTIVE SERVICE



Staff will provide service that:

- i) is accessible to all, and is delivered reliably, consistently and in a manner that is suited to the needs of the recipient;
- ii) has clearly defined departmental responsibilities and roles;
- iii) is promoted internally and externally so as to enhance our image as well as to market the services available;
- iv) satisfies reasonable and known expectations developed through collaborative, cooperative procedures;
- v) anticipates the recipients' needs and establishes priorities in the system;
- vi) encourages questions, feedback, and evaluation;
- vii) is based on measurable, well-communicated standards.

SERVICE EFFICACE



Le personnel assurera un service :

- i) qui est efficace, qui est accessible à tous(toutes), qui convient aux besoins des bénéficiaires et qui est offert de façon régulière;
- ii) pour lequel les responsabilités et les rôles au sein des départements sont clairement définis;
- iii) que l'on doit faire connaître autant à l'intérieur qu'à l'extérieur du système afin de rehausser notre image de marque et de promouvoir les services que nous offrons;
- iv) qui répond aux attentes réalistes et définies que nous avons fixées de concert avec les membres;
- v) qui nous permet de prévoir les besoins des bénéficiaires et de déterminer les priorités au sein du système;
- vi) qui favorise les questions, les réactions et l'évaluation;
- viii) qui est basé sur des critères que l'on peut évaluer et qui sont communiqués explicitement.

Individual Growth and Organizational Effectiveness

- Fosters a belief in and value for personal self-actualization. Proactive ways to help people grow and to make the organization more effective include:
 - staff mobility
 - job exchanges
 - positive retraining
 - time management skills
 - leadership skills development
 - interpersonal skills growth
 - creative problem-solving opportunities



ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTÈME

L'épanouissement personnel et l'efficacité accrue du système incitent les membres du personnel à croire à la réalisation de soi et à l'apprécier. Des moyens avant-coureurs qui contribuent à l'épanouissement des employé(e)s et à la création d'un système plus efficace sont :

- les mutations dans le personnel,
- les permutations,
- le recyclage,
- l'aptitude à l'aménagement du temps de travail,
- l'acquisition des aptitudes à l'animation,
- l'acquisition des aptitudes interpersonnelles,
- les occasions offertes pour résoudre les problèmes.

INDIVIDUAL GROWTH & ORGANIZATIONAL EFFECTIVENESS



Goal

- To ensure the development of competent, effective, empowered people working in a healthy, caring, positive environment.

ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTÈME



BUT

Par l'épanouissement personnel et l'efficacité accrue du système, nous visons à assurer le perfectionnement de personnes compétentes, efficaces et habilitées travaillant dans un milieu sain, profitable et positif.

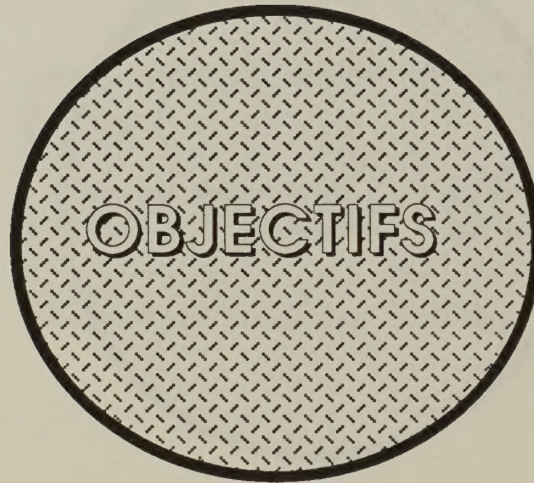
INDIVIDUAL GROWTH & ORGANIZATIONAL EFFECTIVENESS



The Board will ensure:

- i) fair workplace practices;
- ii) orientation procedures for all employees;
- iii) skills training, mentoring, coaching, assessment, career planning and development assistance;
- iv) people-sensitive work environments;
- v) a broadened base of individual growth for all employees by focussing primarily on development in job-related skills;
- vi) opportunities for the empowerment of all individuals in the system.

ÉPANOUISSEMENT PERSONNEL ET EFFICACITÉ ACCRUE DU SYSTÈME



Le Conseil assurera :

- i) des pratiques équitables au travail;
- ii) l'orientation à l'intention de tous(toutes) les employé(e)s;
- iii) une formation professionnelle, le mentorat, la direction, l'évaluation, une planification vis-à-vis de la carrière et l'aide nécessaire quant au perfectionnement;
- iv) un milieu de travail chaleureux;
- v) un épanouissement personnel plus vaste pour tous(toutes) les employé(e)s en mettant l'accent principalement sur les aptitudes relatives au travail et sur les aptitudes à l'animation;
- vi) des occasions pour accorder plus de pouvoirs à tous(toutes) les employé(e)s du système.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1989 05 25

TO THE CHAIRMAN AND MEMBERS
BOARD OF EDUCATION

Ladies and Gentlemen:

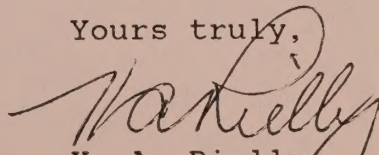
At the June Development Committee meeting (1989 06 01), the members of Senior Management would like to work in discussion groups with the Trustees to report and receive feedback on the planning process that is described in the attached report.

As I am sure you will agree, it is most important that we work together in this process to develop and decide upon the priorities that will have to be addressed by the Board and officials in the next three years if we are going to achieve our vision and mission.

Superintendents of Schools will be contacting you to enlist your support and answer any questions or concerns you have about the meeting format for that evening.

Thank you in advance for your co-operation in this request.

Yours truly,



K. A. Rielly
Director of Education
and Secretary

rm

STANDARDS OF MEDICAL ETHICS



IN THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION
JUNE 1, 1914

Editor and Publisher:

As the American Medical Association has been the first to adopt the code of ethics, it is a pleasure to see that the same code is being adopted by the other medical organizations of the country. It is a step in the right direction, and it is hoped that it will lead to a more uniform and ethical practice of the medical profession.

As I am sure you will agree, it is a great honor to be able to publish the code of ethics in the Journal of the American Medical Association. It is a privilege to be able to publish the code of ethics in the Journal of the American Medical Association.

The code of ethics is a set of principles that guide the medical profession in its practice. It is a set of principles that are based on the highest standards of medical ethics. It is a set of principles that are designed to protect the interests of the patient and to ensure the highest quality of medical care.

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A32
1989

URBAN MUNICIPAL

JUL 6 1989

GOVERNMENT DOCUMENTS

A G E N D A

DEVELOPMENT COMMITTEE

1989 07 06

Confirmation of the minutes of the last regular meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Progress Report, Westmount 1990 - **Pages 1 and 2**
2. Progress Report re I.B.M. Microcomputer Music Proposal - **Pages 3 to 5**
(from 1989 01 05 Development meeting)
3. Progress Report - Outdoor Education - **Pages 6 to 19**
(from 1989 01 05 Development meeting)

NEW BUSINESS:

1. OPSBA Updates - requested by Trustee Van Horne

GREEN MUNICIPAL

1971

GOVERNMENT DOCUMENTS

1989 07 06

**TO THE CHAIRMAN AND MEMBERS,
Development Committee,
Board of Education,
Hamilton, Ontario.**

Ladies and Gentlemen:

The purpose of this report is to update you on the progress that Westmount Secondary School has made with three of our "partners" in our project "Westmount 1990". The three partners are Mohawk College, Brock University (Faculty of Education), and the Ontario Ministry of Education.

I. Mohawk College

As a result of a report in the Spectator after our last presentation to the Board, Keith McIntyre, the President of Mohawk College, approached us to see if there was any way that Mohawk and Westmount could work together to better meet the needs of students in both institutions. Subsequently, a meeting was held with the Vice-President and Sheila Sim, Curriculum Consultant. Sheila is now our official liaison person and, with her co-operation, six meetings were held this June between Westmount and Mohawk personnel. These meetings included the following departments from Mohawk: Mathematics, English, Science, Counselling, Leisure Education, Staff Development and Media.

A summary report will be prepared which will recommend a variety of strategies for "articulation" between Westmount and Mohawk. The goal is to ease the transition from Secondary School to College. This will, hopefully, improve the chances of success for our students who go to College - particularly our students in General Level Courses.

II. Brock University - Faculty of Education

(a) Post-Graduate Department

Members of this department have met with us and have agreed to continue to do so on a consultative basis. They have also agreed to promote with their post-graduate students the use of our school for research projects. This could be of particular interest to any of our own staff who are pursuing a Masters Degree from Brock (i.e. they can use much of the work they are already doing as a basis for credit at Brock). This will assist us in researching various aspects of our project.

TO THE CHAIRMAN AND MEMBERS
OF THE COMMITTEE
ON THE
EDUCATION OF THE
INDIAN PEOPLE

Dear Sirs:

The purpose of this report is to present to you the results of the study made by the Committee on the Education of the Indian People during the past year. The study was made in accordance with the resolution of the House of Representatives, passed on June 15, 1906, and the report of the Committee on the Education of the Indian People, passed on June 15, 1906.

1. General Statement

As a result of a study made by the Committee on the Education of the Indian People during the past year, it is found that the education of the Indian people is in a state of stagnation. The progress made during the past year has been very slow, and the results are not satisfactory. The Committee has endeavored to find out the causes of this stagnation, and has found that the main causes are the lack of interest on the part of the Indian people, the lack of funds, and the lack of trained teachers. The Committee has endeavored to find out the causes of this stagnation, and has found that the main causes are the lack of interest on the part of the Indian people, the lack of funds, and the lack of trained teachers.

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2. Study of the Education of the Indian People

The study of the education of the Indian people is a very important one, and it is one that has not received the attention it deserves. The Committee has endeavored to find out the causes of this stagnation, and has found that the main causes are the lack of interest on the part of the Indian people, the lack of funds, and the lack of trained teachers. The Committee has endeavored to find out the causes of this stagnation, and has found that the main causes are the lack of interest on the part of the Indian people, the lack of funds, and the lack of trained teachers.

- 2 -

(b) Pre-Service Department

As a result of our project, we have been selected as a Teacher Training Center for Brock. Twenty to twenty-five student teachers will be housed at Westmount. Brock staff will be brought in to teach their required courses. Brock students will do practice teaching two days a week at Westmount for Semester 1. In Semester 2, they will have the option of doing this in other locations. For one-half day each week each Brock student will work with one of our departments on a project that is assigned by us, approved by Brock, and is a part of the course work for Brock. They will use our classes for their Teaching Centre. They teach the class, video-tape the lesson and then critique the lesson.

We have assigned one of our classrooms to Brock. This will hopefully become a professional resource area that will house professional materials of benefit to both Brock students and Westmount staff. The Brock students become, in effect, an extension of our staff. This is a new model for teacher training and we will have an opportunity to modify and improve it over the years. It is a unique opportunity to involve these young people in a unique teaching situation. They will, in turn, bring new ideas, enthusiasm, and energy to our program.

III. Ministry of Education

A Memorandum of Agreement has been received from the Ministry of Education. This agreement provides us with \$100,000.00 for one year for the purpose of determining and examining the ways in which technology can help to individualize instruction at the secondary school level. We hope to hire a software technician and a hardware technician for one year to assist us in this task. The rest of the money will be used for operational expenses of these people and for in-service of staff.

It is therefore recommended:

That a grant application in the amount of \$100,000.00 to the Ministry of Education of Ontario for the purpose of determining and examining the ways in which technology can help to individualize instruction at the secondary school level, covering the period between 1989 04 01 to 1990 06 30, be approved, at no cost to the Board.

Prepared by: A. Robertson, Principal, Westmount Secondary School

Submitted by: D. Rothwell, Superintendent of Schools

Approved by: K. Rielly - Director of Education and Secretary

THE PROPOSED AGREEMENT

It is the policy of the United States to support the efforts of the people of the Republic of China to maintain their freedom and independence. The United States is committed to the principle of self-determination for all peoples. The United States is committed to the principle of the peaceful resolution of international disputes. The United States is committed to the principle of the non-interference in the internal affairs of other countries. The United States is committed to the principle of the equality of all nations. The United States is committed to the principle of the mutual respect for the sovereignty and territorial integrity of all nations. The United States is committed to the principle of the mutual non-aggression. The United States is committed to the principle of the mutual cooperation. The United States is committed to the principle of the mutual benefit. The United States is committed to the principle of the mutual understanding. The United States is committed to the principle of the mutual trust. The United States is committed to the principle of the mutual respect. The United States is committed to the principle of the mutual cooperation. The United States is committed to the principle of the mutual benefit. The United States is committed to the principle of the mutual understanding. The United States is committed to the principle of the mutual trust.

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THE UNITED STATES OF AMERICA

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IT IS HEREBY DECLARED

That the United States of America is committed to the principle of the mutual respect for the sovereignty and territorial integrity of all nations. The United States of America is committed to the principle of the mutual non-aggression. The United States of America is committed to the principle of the mutual cooperation. The United States of America is committed to the principle of the mutual benefit. The United States of America is committed to the principle of the mutual understanding. The United States of America is committed to the principle of the mutual trust. The United States of America is committed to the principle of the mutual respect. The United States of America is committed to the principle of the mutual cooperation. The United States of America is committed to the principle of the mutual benefit. The United States of America is committed to the principle of the mutual understanding. The United States of America is committed to the principle of the mutual trust.

Witness my hand and the seal of the Department of State at Washington, D.C., this 10th day of January, 1955.

John F. Kennedy, President of the United States

Richard M. Goodwin, Secretary of State

1989 07 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Progress Report on the I.B.M. Microcomputer Music Project

Background:

In November 1987, the Board of Education for the City of Hamilton approved a recommendation to conduct a pilot project joint study with I.B.M. Canada Ltd. to investigate the feasibility of developing curriculum using the I.B.M. Music Feature and appropriate software. A contract setting forth the objectives and the conditions of the agreement was developed in August 1988.

Summary of Events:

Most of the necessary equipment and software was installed in five schools by February 1989 (Barton, Chedoke, Scott Park, Westdale and Westmount). Since that time there have been bi-weekly meetings of the teachers, sometimes with I.B.M. personnel, at which teacher/student activity has been discussed. The original deadline for completion of this project has been extended until February 1, 1990. The intent is to make a final report with recommendations about future directions at that time.

Method of Evaluation:

A controlled experiment will take place at Scott Park in which the progress of two classes will be recorded. One class will use the I.B.M. computer; the other will not. Their work will be compared in at least four ways: test results, both theoretical and practical; retention of students in the music program; students' perceptions; and teacher/administrator observations. A similar controlled experiment will be conducted at Chedoke and Westview. Both the Research Department and the Computers in Education Department will assist in the designing and monitoring of these evaluative procedures.

Future In-service:

One of our teachers attended a week-long seminar in June at the University of Delaware, studying with Dr. Fred Hofstetter, who developed much of the music technology and software for I.B.M. She will be sharing her findings with the other participants in the project. The Software

For the Director and Assistant
Director, FBI
From the Director, FBI
Date: 10/10/50

RE: [REDACTED]

Reference is made to the letterhead memorandum dated 10/10/50, captioned as above.

It is requested that you advise the Bureau of the results of your investigation of the above-captioned matter. The Bureau is particularly interested in the results of your investigation of the activities of the [REDACTED] in the [REDACTED] area.

Very truly yours,
[REDACTED]

Enclosed for the Bureau are two copies of a letterhead memorandum dated 10/10/50, captioned as above. The letterhead memorandum is being furnished to the Bureau for its information and for its use in the [REDACTED] area.

Very truly yours,
[REDACTED]

A copy of the letterhead memorandum dated 10/10/50, captioned as above, is being furnished to the Bureau for its information and for its use in the [REDACTED] area. The letterhead memorandum is being furnished to the Bureau for its information and for its use in the [REDACTED] area.

Very truly yours,
[REDACTED]

Use of [REDACTED] is requested for the purpose of [REDACTED] in the [REDACTED] area. The Bureau is particularly interested in the results of your investigation of the activities of the [REDACTED] in the [REDACTED] area.

Technician, currently moving into the Computers in Education Department, will be of great assistance to teachers as well.

Current View:

At present, four of the five teachers are committed to using the material. One still has some reservations. After another five months of intensive teacher/student research and activity, an informed recommendation will be made.

Recommendation:

That the progress report on the I. B. M. Microcomputer Music Project be received for information.

Prepared by: Paul Barber,
Music Teacher, Chedoke
Glenn Mallory,
Co-ordinator of Music

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: Keith Rielly,
Director of Education

APPENDIX I

Student/Teacher Work: [A snapshot at Chedoke Middle School]

In the intermediate level classroom, direct teacher supervision is necessary until the students have acquired sufficient skills and knowledge to be able to work with minimum assistance. Therefore, it is mandatory that the teacher learn how to perform many of the functions of a software package before implementation in the classroom. This learning process was very time consuming, even for the most computer literate teacher.

Work accomplished to date has been experimental or exploratory in nature. While general or specific goals were set, authentic curriculum design could not be implemented until the teacher had acquired sufficient knowledge and understanding.

Only those students who showed interest used the system. (More boys than girls showed interest). Some were just curious to try out the pre-programmed sounds and accompaniment patterns. A few recorded selected sounds onto tape for possible use in a project of their own design. Others made use of built in accompaniment patterns to provide a background to melodies which they were able to perform on the synthesizer. The ability to print music which had been keyed in from the synthesizer was used to the satisfaction of some. The more adventurous spent a lot of time devising their own 5-part accompaniment patterns using a 3-voice drum set, a bass instrument, and a 3-voice chord instrument.

As a teacher's tool, the system has been used in the following ways:

1. it enabled the teacher to create taped accompaniments used by the school choir in performance. In addition to eliminating the need for an accompanist, these accompaniments provided mobility, consistency and a professional touch which pleased the singers and their audiences alike.
2. a missing band part was re-created from the conductor's score and printed -- giving a clear, easy to read, professional quality part for the student to read.
3. a newly composed song, created by the teacher, for the Boy Scouts of Canada as the official theme song for the Seventh Canadian Jamboree, was developed on this system. When done, the music was printed, and a demonstration tape was made using the computer as accompanist and featuring volunteer student singers. Both the printed music and the tape have been distributed nationally by the Boy Scouts of Canada.
4. in a more conventional way, the system has permitted the teacher to save time and to produce better results in such tasks as record-keeping, word processing (of information for distribution and test making), and sign making using software provided through other means.

Paul Barber
Music Teacher, Chedoke

Appendix 1: The Role of the Teacher

The teacher is a professional who is responsible for the learning and development of their students. They are responsible for creating a safe and supportive learning environment, and for providing high-quality instruction. The teacher is also responsible for assessing student learning and providing feedback to help students improve.

There are many different roles that teachers play in the classroom. Some of the most important roles include:

- **Instructional leader:** Teachers are responsible for planning and delivering instruction that meets the needs of all students.
- **Assessor:** Teachers are responsible for assessing student learning and providing feedback to help students improve.
- **Classroom manager:** Teachers are responsible for creating a safe and supportive learning environment.
- **Communicator:** Teachers are responsible for communicating with students, parents, and colleagues.

Teachers play a vital role in the lives of their students. They are responsible for helping students learn, grow, and develop. Teachers are also responsible for helping students become responsible citizens and contributing members of society. The role of the teacher is a challenging one, but it is also a rewarding one. Teachers have the opportunity to make a difference in the lives of their students, and to help them reach their full potential.

The following are some of the key roles of the teacher:

1. **Instructional leader:** Teachers are responsible for planning and delivering instruction that meets the needs of all students. They are also responsible for assessing student learning and providing feedback to help students improve.

2. **Assessor:** Teachers are responsible for assessing student learning and providing feedback to help students improve.

3. **Classroom manager:** Teachers are responsible for creating a safe and supportive learning environment. They are also responsible for managing classroom behavior and ensuring that all students are able to learn.

4. **Communicator:** Teachers are responsible for communicating with students, parents, and colleagues. They are also responsible for collaborating with other professionals in the field.

John Doe
Principal, ABC School

1989 07 06

To: Chairman and Members of the Development Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: Progress Report on Outdoor Education. Grades 6 - O.A.C.

Background:

In January, Mr. Jack Lee brought forward a report stating the need for a long range plan for outdoor education for middle and secondary school students. As special assignment teacher, he outlined issues, concerns and his thinking about environmental education. This report describes both the planning process to date and Mr. Lee's work in delivering direct program.

The Steering Committee:

The Steering Committee has worked very hard to set direction for the process (over the last three months). In the fall of 1989, review teams will investigate ten particular aspects of outdoor education program and report their findings back to the Steering Committee. Some recommendations will come forward to senior management in time for inclusion in the 1990 budget. As you can see from page three of the report, the change process will be ongoing over the next several years.

The Review Process:

Review teams will be given detailed mandates, in-service, and will be encouraged to get local input and investigate program in other cities. The focus will be to determine in a detailed way what opportunities students currently have in our system, identify any gaps between that program and the belief statement, definition, and model shown on pages four and five and make recommendations to the Steering Committee.

Current Program:

A summary of Mr. Lee's involvement with students this year is shown on page nine with the details on pages ten and eleven.

The 1989-90 Year:

In the upcoming year the review process will be completed, a formal report will come to senior management, and hopefully approval will be granted to proceed with the development stage of the process. It is important to note, however, that although the process moves slowly at a "system" level, a number of revisions were made in program this year and several creative new ideas are ready for pilot in the 1989-90 school year, both at the subject level and the school level (eg. page seven, grade seven history).

Recommendation:

That the update on outdoor education, grades 6 - O.A.C. be received for information.

Prepared by: Jack Lee, Special Assignment Teacher
Gail Rappolt, Assistant Superintendent of Curriculum

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly,
Director of Education

1. The Commission has been established to study the problem of the development of the country.

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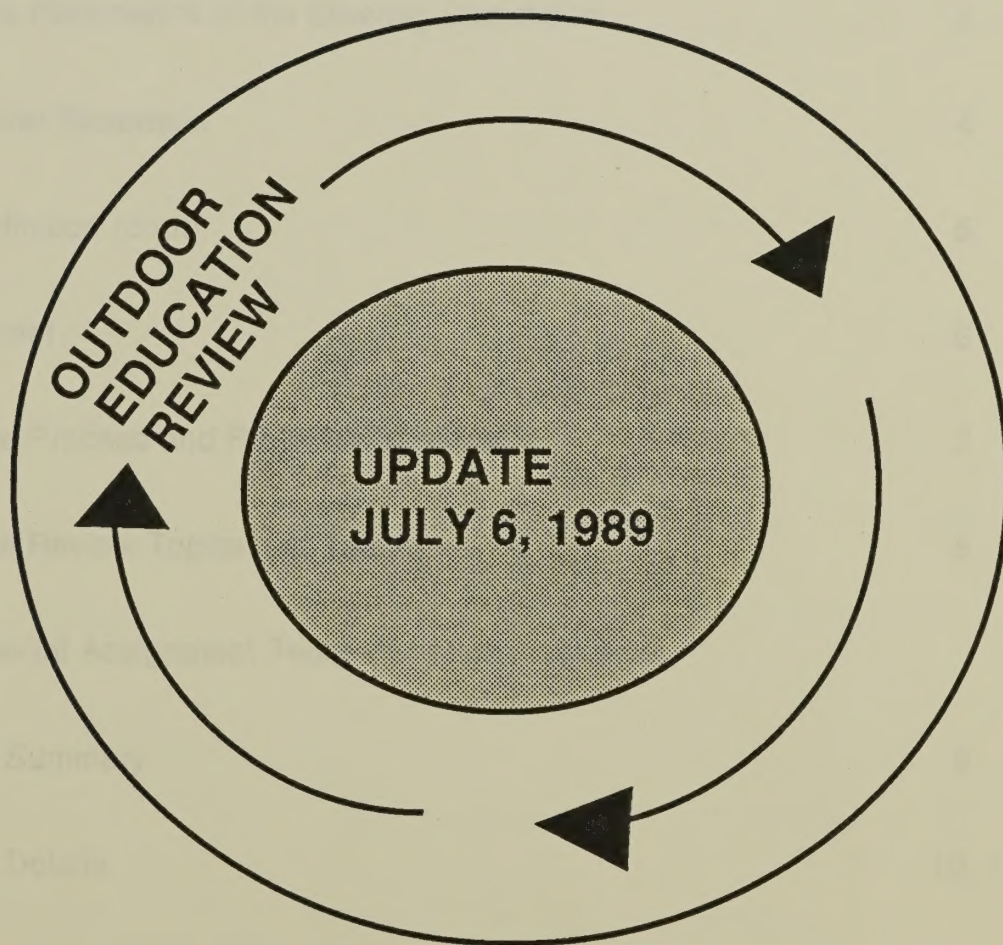
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THE PLANNING PROCESS

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The Parameters of the Steering Committee	3
Belief Statement	4
Definition (draft)	5
Model	6
The Process and Projected Timeline	7
The Review Topics and Teams	8
Special Assignment Teacher's Work - 1988-89	
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THE PLANNING PROCESS

1	Setting the scene
2	The role of the planner
3	The role of the marketing committee
4	Marketing objectives
5	Marketing strategy
6	Marketing tactics
7	The marketing mix
8	The marketing budget
9	Marketing control
10	Summary
11	Index

OUTDOOR EDUCATION STEERING COMMITTEE MEMBERS

- | | | |
|-----|----------------|---|
| 1. | Joan Bell | Hamilton Region Conservation Authority |
| 2. | Judith Bishop | Trustee |
| 3. | Frank Cooke | Co-ordinator of History |
| 4. | Lee Currie | Vice-Principal, Sir Allan MacNab Secondary School |
| 5. | Laura Dowling | Special Education, Briarwood |
| 6. | Ken Drake | Principal, Bennetto Middle School |
| 7. | Wesley Hicks | Trustee |
| 8. | Rosaire Lavoie | Superintendent, French as a First Language |
| 9. | Jack Lee | Special Assignment Teacher, Outdoor Education |
| 10. | Dave Morrison | Department Head, Hill Park Secondary School |
| 11. | Donna Quigley | Area Supervisor |
| 12. | Gail Rappolt | Assistant Superintendent of Curriculum |
| 13. | Ron Rieger | Teacher, Tweedsmuir Middle School |
| 14. | Susan Wilson | Transportation Supervisor |

THEORY OF THE EARTH AND ITS HISTORY

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5. The Biosphere	5
6. The Geosphere	6
7. The Pedosphere	7
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9. The Hydrosphere	9
10. The Lithosphere	10
11. The Biosphere	11
12. The Geosphere	12
13. The Pedosphere	13
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THE MANDATE

STEP I Rationale

A. Purpose

The Board of Education for the City of Hamilton has a long standing commitment to Outdoor Education. The purpose of this Review is to provide a philosophical direction for Outdoor Education, and the framework for a comprehensive plan which will meet the present and future needs of Hamilton students in an effective and efficient manner.

B. Level of Review

The Outdoor Education Review is a large scale review of programs and services required to meet the needs of students from levels 6 to Ontario Academic Credit (O.A.C.).

C. Triggers for the Review

1. Concern for the environment is growing and there is a need for education to be proactive.
2. There is a need to review outdoor education programming within the context of The Goals of Education, with special attention to goal number 12. (Appendix 1)
3. New curriculum guidelines issued by the Ministry of Education suggest new directions for the role of outdoor education in curriculum delivery.
4. There is a need to provide consistent outdoor education opportunities for all students, consequently the following issues need to be examined:
 - equal curricular and co-instructional opportunities for all students
 - cost to students
 - attitude and response of administrators and teachers
 - level of participation by schools in specific outdoor education programs identified as essential to the best interests of the students
 - level of student participation in outdoor education curricular experiences
 - special school, area and system programs and themes

THE MESSAGE

STEP 1: Introduction

A. Purpose

The purpose of this document is to provide a clear and concise overview of the project's goals and objectives. It is intended to serve as a reference for all team members and to ensure that everyone is working towards the same end goal. The document will also outline the key milestones and deliverables for the project.

B. Level of Detail

This document is intended to provide a high-level overview of the project. It is not intended to be a detailed technical specification. The level of detail is intended to be sufficient to provide a clear understanding of the project's scope and objectives.

C. Triggers for the Review

1. Changes to the environment: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
2. Progress: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
3. Resources: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
4. Risks: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
5. Stakeholders: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
6. Communication: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
7. Quality: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
8. Time: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
9. Cost: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.
10. Scope: The project is subject to change, and it is important to review the project regularly to ensure that it remains relevant and up-to-date.

Parameters of Outdoor Education and the Role of the Steering Committee in the CRDI Process

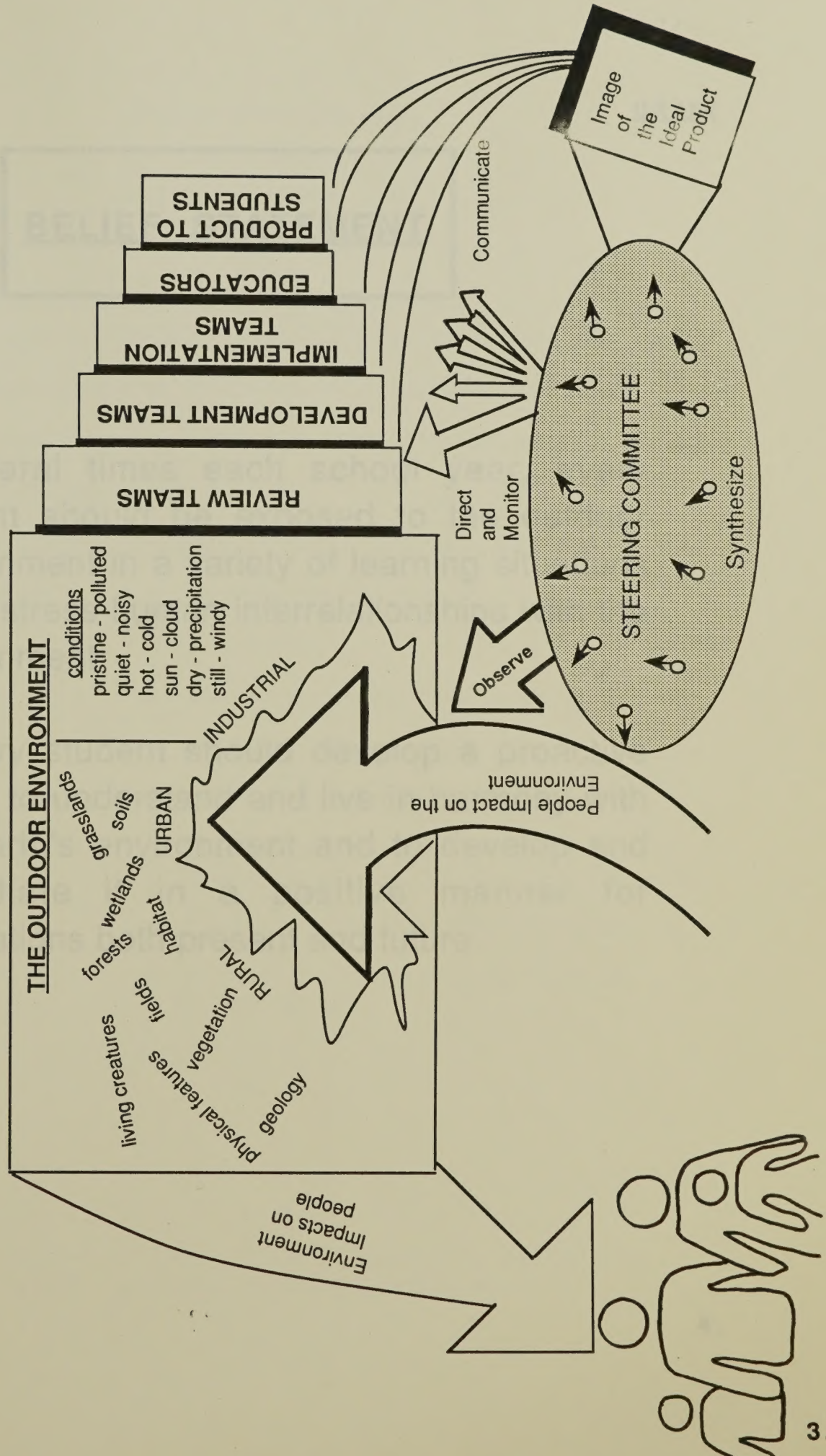




Diagram illustrating the relationship between the various components of the system, showing the flow of information and the interaction between the different parts.

DRAFT

BELIEF STATEMENT

Several times each school year, every student should be exposed to the outdoor environment in a variety of learning situations which stress human interrelationships with the environment.

Every student should develop a proactive desire to understand and live in harmony with the earth's environment and to develop and remediate it in a positive manner for generations both present and future.

Page

STATEMENT

Several times each school year, every student should be expected to the outdoor environment in a variety of learning situations which stress human relationships with the environment.

Every student should develop a positive desire to understand and live in harmony with the earth's environment and to develop and demonstrate it in a positive manner for generations both present and future.

DEFINITIONDRAFT**Outdoor Education**

Outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors. In outdoor education, the emphasis for the subject of learning is placed on relationships concerning people, the outdoor environment and natural resources.

This definition of outdoor education is founded upon eight major points.

- Outdoor education:
1. is a method for learning;
 2. is experiential;
 3. takes place primarily in the outdoors;
 4. requires use of all senses;
 5. involves the three domains of learning;
 6. raises student awareness of a spiritual feeling experienced when in contact with the outdoors;
 7. is based upon interdisciplinary curriculum;
 8. involves relationships between people and natural resources.

Adapted from;

REFERENCE: Priest, Simon (Winter, 1986). "Redefining Outdoor Education: A Matter of Many Relationships." *Journal of Environmental Education*.

Page 11

Definition

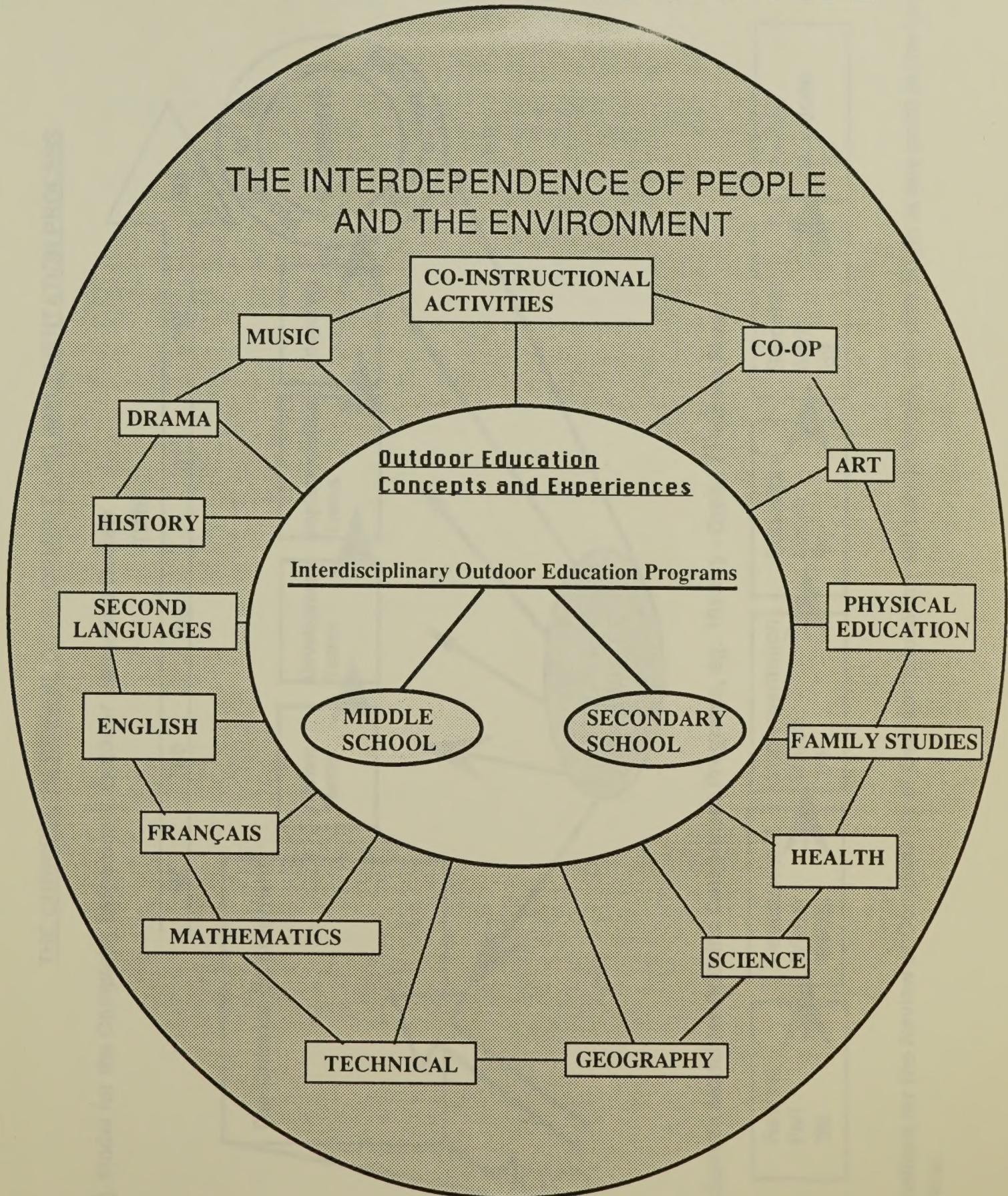
Outdoor Education

General education is an important aspect of learning by doing. When taken place primarily through activities in the great outdoors, the outdoor education program can be a most effective means of learning to respect the natural environment and its resources.

The objectives of outdoor education should be as follows:

- Outdoor education:
1. is a method of learning
 2. is experiential
 3. takes place primarily in the outdoors
 4. requires use of all senses
 5. involves the three domains of learning
 6. takes place in a natural or a simulated natural environment where the outdoor experience is the primary focus
 7. is based upon interactivity-communication
 8. involves relationships between people and the natural world

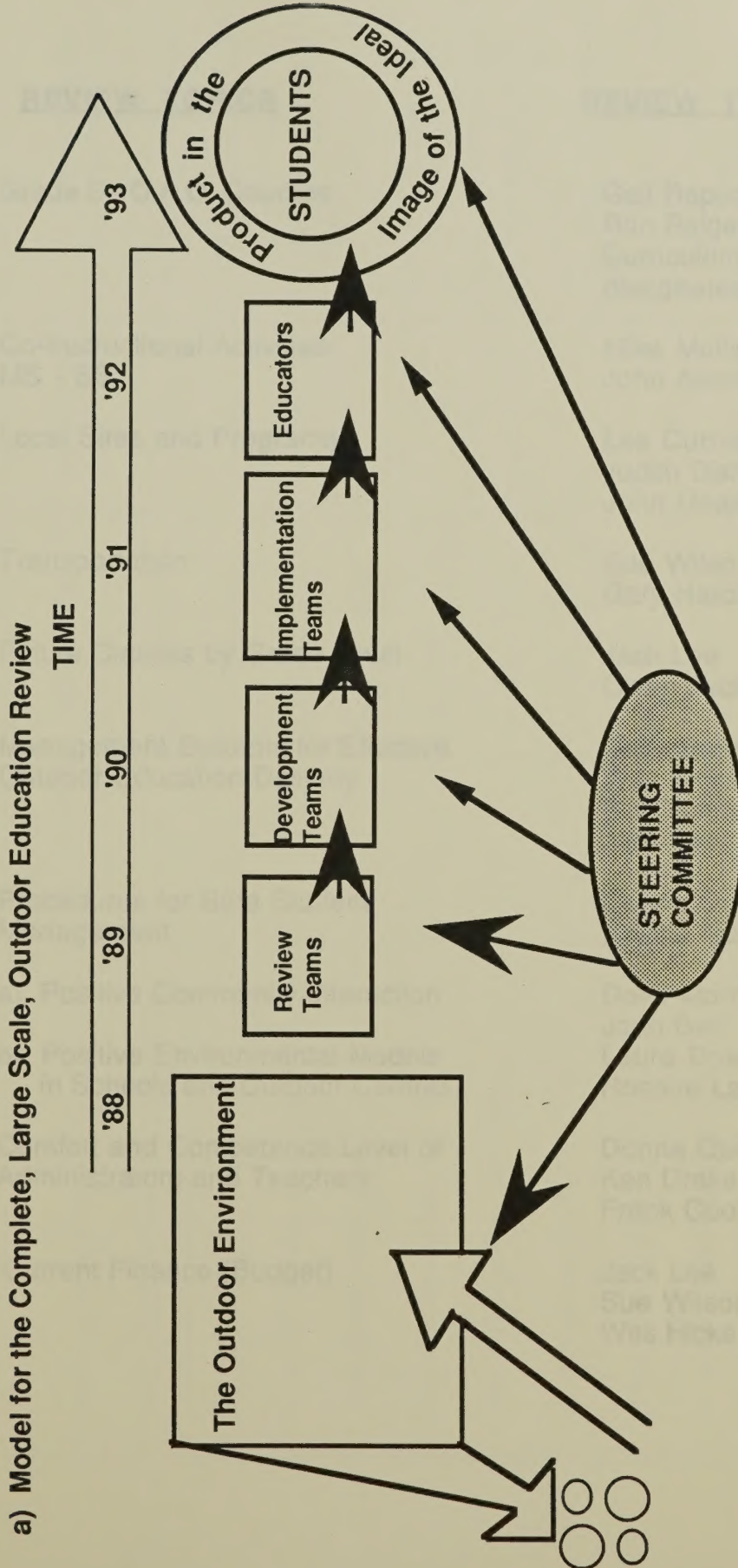
OUTDOOR EDUCATION MODEL



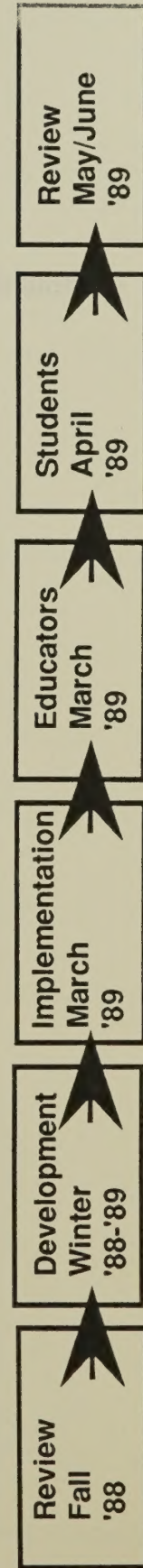
OUTDOOR EDUCATION MODEL



THE CURRICULUM REVIEW, DEVELOPMENT AND IMPLEMENTATION PROCESS



b) Sample Model for Specific Component Programs, eg. History - Grade 7 Pioneer Study



Timelines for the Review of Components of Outdoor Education will vary in length and may begin at any point in the large scale review.

OUTDOOR EDUCATION

REVIEW TOPICS

1. Grade 6 - O.A.C. Courses
2. Co-Instructional Activities
MS - SS
3. Local Sites and Programs
4. Transportation
5. Future Classes by Grade Level
6. Management Systems for Effective
Outdoor Education Delivery
7. Procedures for Safe Student
Management
8. a) Positive Community Interaction
b) Positive Environmental Models
in Schools and Outdoor Centres
9. Comfort and Competence Level of
Administrators and Teachers
10. Current Finance (Budget)

REVIEW TEAMS

Gail Rappolt
Ron Reiger
Curriculum Co-ordinators or
designates

Mike Mulligan
John Aikman

Lee Currie
Judith Bishop
John Heaslip

Sue Wilson
Gary Hardman

Jack Lee
Owen Jackson

Dave Brown
Wes Hicks
Bill Campure
Jack Lee

Donna Quigley
Neville Nunes

Dave Morrison
Joan Bell
Laura Dowling
Rosaire Lavoie

Donna Quigley
Ken Drake
Frank Cooke

Jack Lee
Sue Wilson
Wes Hicks

OUTDOOR EDUCATION

REVIEW TOPICS

REVIEW TOPICS

1. Define outdoor education
2. Explain the importance of outdoor education
3. List the benefits of outdoor education

1. Define outdoor education

4. Explain the importance of outdoor education

2. Explain the importance of outdoor education

5. List the benefits of outdoor education

3. List the benefits of outdoor education

6. Explain the importance of outdoor education

4. Explain the importance of outdoor education

7. List the benefits of outdoor education

5. List the benefits of outdoor education

8. Explain the importance of outdoor education

6. Explain the importance of outdoor education

9. List the benefits of outdoor education

7. List the benefits of outdoor education

10. Explain the importance of outdoor education

8. Explain the importance of outdoor education

11. List the benefits of outdoor education

9. List the benefits of outdoor education

12. Explain the importance of outdoor education

10. Explain the importance of outdoor education

13. List the benefits of outdoor education

11. List the benefits of outdoor education

OUTDOOR EDUCATION REVIEW		OUTDOOR EDUCATION PROGRAM		
RESULTS TO JUNE, 1988		CHRISTIE		OTHER SPECIAL ASSIGNMENT ACTIVITIES
		NUMBER OF CLASSES	PROGRAMS	NUMBER PROGRAM
• established a quality Steering Committee		31.5	Art - Elementary	7 classes General elem. varied locations
• determined process stages for a large scale outdoor education review from beginning to end		13	Art - Secondary	1 group Professional Dev. at other locations
• belief statement re: outdoor education		1	English - Elem.	6 events Extracurricular Score Orienteering - Elementary
• outdoor education model		15	General - Elem.	643 students
• rationale for review		2	General - Sec.	20 Equipment Loans
• role of the steering committee		49	History - Elem.	121 trip Outdoor Education Trips Processed for approval
• review topics established		1	Mathematics - Sec.	32 Interviews as part of review
• process for reviews determined		20.5	Phys. Ed. - Elem.	
• review team leaders established		9	Phys. Ed. - Sec.	
• in-service for review teams planned		1	Science - Elem.	
• timelines for reporting established		62	Secondary	
• data collection started		15	Special Ed.	
		6	Professional Dev.	
Total		226	5566 Students	

DETAILS OF SPECIAL ASSIGNMENT TEACHER'S WORK (1988-89)**I. Class and Student Statistics****A. CHRISTIE OUTDOOR EDUCATION CENTRE**September, 1988 - June, 1989

<u>Month</u>	<u>Classes Taught</u>	<u>Total Students</u>
--------------	-----------------------	-----------------------

September	28	594
October	23	587
November	6	140
December	0	0
January	7	153
February	25	591
March	10	240
April	43	1060
May	46	1193
June	38	982
	226	5566

September, 1987 - June, 1988

<u>Month</u>	<u>Classes Taught</u>	<u>Total Students</u>
--------------	-----------------------	-----------------------

September	27	
October	32	
November	33	
December	19	
January	28	
February	37	
March	32	
April	30	
May	38	
June	33	
	309	

B. CLASSES AT OTHER LOCATIONS

Classes Taught

Total Students

8

122

STATE OF TEXAS DEPARTMENT OF EDUCATION

1. Class and Student Attendance

A. CHRISTIAN OUTDOOR EDUCATION CENTER

September 1955 - June 1956			September 1956 - June 1957		
Month	Classes	Total Students	Month	Classes	Total Students
September	25	625	September	27	675
October	23	567	October	25	625
November	2	140	November	23	575
December	0	0	December	19	475
January	1	155	January	18	450
February	25	625	February	27	675
March	10	240	March	25	625
April	45	1050	April	30	750
May	45	1125	May	35	875
June	25	625	June	33	825
	255	6525		259	6525

B. CLASSES AT OTHER LOCATIONS

Classroom Teaching
Total Students
155

II. Subject Area Statistics

A. CHRISTIE OUTDOOR EDUCATION CENTRE

<u>SUBJECT AREA</u>	<u>GRADE</u>	<u>NUMBER OF CLASSES</u>
Art	6	28.5
	8	3
	SS	13
English	MS	1
History	7	49
General	JK	2
	6	11
	MS	2
	SS	2
Mathematics	9	1
Physical Education	6	6
	MS	14.5
	SS	9
Science	MS	1
	9	2
	10	60
Special Ed.		15
P.D.		6
		226

B. CLASSES AT OTHER LOCATIONS

General	3	1
	Jr	6
P.D.		1
		8

II. Subject Area Summary

A. CHRISTIE OUTDOOR EDUCATION CENTER

SUBJECT AREA	GRADE	NUMBER OF CLASSES
Art	4	20
	5	3
	6	12
	7	1
English	4	18
	5	5
	6	11
	7	7
History	4	5
	5	11
	6	7
	7	5
Physical Education	4	1
	5	8
	6	14
	7	3
Science	4	1
	5	2
	6	80
	7	10
Social Studies	4	10
	5	10
	6	10
	7	10
		326

B. CLASSES AT OTHER LOCATIONS

Grade	F.O.
4	1
5	1
6	1
7	1

AGENDA

DEVELOPMENT COMMITTEE

1989 09 07

Confirmation of the minutes of the 1989 07 06 meeting and special meeting of 1989 07 20.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Literacy Centre

NEW BUSINESS:

1. Update - Family Violence: TriBoard Project
2. Update - Crisis Response Team.
3. OPSBA Updates
4. Year Round School Year - requested by Trustee Deans

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Option Choices, Smaller Secondary Schools - requested by Trustee Allen

URBAN MUNICIPAL

SEP 7 1989

GOVERNMENT DOCUMENTS



URBAN MUNICIPAL
SEP 11 1989
GOVERNMENT DOCUMENTS

AGENDA

DEVELOPMENT COMMITTEE

1989 09 07

Confirmation of the minutes of the 1989 07 06 meeting and special meeting of 1989 07 20.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Literacy Centre

NEW BUSINESS:

1. Updates - (a) Family Violence: TriBoard Project
- (b) Crisis Response Team - Pages 1 to 15
2. OPSBA Updates
3. Year Round School Year - requested by Trustee Deans - Pages 16 and 17

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Option Choices, Smaller Secondary Schools - requested by Trustee Allen

I

100 Main Street West
Hamilton, Ontario
1989 09 07

Recommendation

S. Barrs, Consultant, Values Education
W. Elgie, System Consultant, Adjustment Services

W. Elgie, System Consultant, Adjustment Services
J. Yurkiw, Assistant Superintendent, Special & Education Services

J. Yurkiw, Assistant Superintendent, Special & Education Services

K. A. Rielly, Director of Education

The Board of Education for the City of Hamilton, in conjunction with the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board of Education are working jointly with the member agencies of the Community Child Abuse Council of Hamilton-Wentworth to develop the Family Violence Prevention Project. The focus of the project is to:

- develop a K - O.A.C. life skills holistic family violence prevention curriculum
- develop a Handbook on all aspects of the topic of family violence to serve as a resource document for school personnel, community agencies, health care professionals, parents, volunteers...
- offer inservice training to school personnel

The Family Violence Prevention Project has four employees, housed at Lloyd George School, under the direction of Steve Barrs.

Curriculum Initiatives:

A formal review of curriculum related to the topic of family violence from within the 3 local school boards and from other jurisdictions has been completed. The final report and recommendations are available in an 80 page document entitled "A Review of the Current State of Family Violence Prevention in the Hamilton-Wentworth Schools." Based on the recommendations of the review, and the needs identified initially by the Community Child Abuse Council, a life skills holistic family violence prevention curriculum for K - O.A.C. will be developed.

The Handbook for the Caregiver on Family Violence Prevention:

With the addition of two summer writers, the development of the Handbook Chapters has been progressing well. To date the completed chapters include: *An Introduction to Family Violence; Spouse Abuse-An Overview; Spouse Abuse-Prevention, Intervention, Postvention; Elder Abuse-An Overview; Elder Abuse-Prevention, Intervention, Postvention; Role of the Schools; The Role of Teachers in Dealing With Family Violence; and, Family Violence in the Literature*. Several other chapters are presently being researched. The process of involving the community in scrutinizing each chapter and making the appropriate revisions will take place during the 1989 - 1990 year.

Inservice Training and Pamphlet:

A pamphlet on the topic of family violence and a Workshop Series entitled "Working Together To Prevent Family Violence" has been developed. The pamphlet and flyer outlining the workshop series will be distributed to all school personnel within the three Boards of Education. The workshops will be presented over seven sessions, in two series: one series will be strictly 4:30 - 8:00 p.m. and the second series will be split between 4:30 - 8:00 p.m. and 12:30 - 4:00 p.m. for those staff who are able to get release time. The topics will include child abuse, spouse abuse and elder abuse and will involve a variety of community experts and a co-operative learning format. The workshop is limited to 30 participants for each series. The pamphlet and flyer will be distributed throughout the Boards in mid September and registration will be on a first come first serve basis.

For information about the Family Violence Prevention Project contact Steve Barrs at 527-5092 ext. 437 or the Project Staff at 549-1353.

Family / Subject Information Project

The first objective of the project is to identify the family members who are involved in the project. This includes identifying the family members who are involved in the project, the family members who are involved in the project, and the family members who are involved in the project.

- Identify the family members who are involved in the project.
- Identify the family members who are involved in the project.
- Identify the family members who are involved in the project.

The second objective of the project is to identify the family members who are involved in the project. This includes identifying the family members who are involved in the project, the family members who are involved in the project, and the family members who are involved in the project.

Family / Subject Information Project

The third objective of the project is to identify the family members who are involved in the project. This includes identifying the family members who are involved in the project, the family members who are involved in the project, and the family members who are involved in the project.

The Family / Subject Information Project

The fourth objective of the project is to identify the family members who are involved in the project. This includes identifying the family members who are involved in the project, the family members who are involved in the project, and the family members who are involved in the project.

Family / Subject Information Project

The fifth objective of the project is to identify the family members who are involved in the project. This includes identifying the family members who are involved in the project, the family members who are involved in the project, and the family members who are involved in the project.

The sixth objective of the project is to identify the family members who are involved in the project. This includes identifying the family members who are involved in the project, the family members who are involved in the project, and the family members who are involved in the project.

CRISIS RESPONSE SUPPORT TEAM

A crisis is an unexpected event that cannot be prevented which causes deep and emotional reactions. If such reactions are not addressed and a resolution facilitated in a healthy manner, complex feelings may be transformed into academic regression, depression, and nightmares. Research indicates that a crisis is not an isolated matter, but does have impact on the school and family as well. To this end, the school has some responsibility to assist those students who are affected by the loss of a fellow student, staff member or family member.

To assist the principal and staff in the event of a loss through death which has an impact on the school, the **PRINCIPAL'S GUIDE TO CRISIS RESPONSE** has been developed. It is hoped that this document will be a practical resource for dealing with any tragic event. The Crisis Response Checklist on page one provides a quick overview of the Guide. A copy for your school is enclosed.

A team of specially trained system personnel is available to assist the principal in a school situation in a time of crisis. Contact may be made with any team member listed on the last page of the Guide to discuss the crisis and obtain advice and assistance. If deemed necessary, the team member(s) may be requested to attend.

The basic objectives of the Crisis Response Support Team are to:

- ° respond immediately on request of the principal,
- ° act in an advisory capacity,
- ° assist in returning the school to as normal as possible,
- ° identify those who may be in need of further monitoring or intervention.

Team members are available to speak at Area Meetings in order to clarify the role and functioning of this volunteer support service.

CHIEF EXECUTIVE OFFICER

The Chief Executive Officer is responsible for the overall management and operation of the company. He or she is responsible for the development and implementation of the company's strategic plan, and for the management of the company's financial resources. The Chief Executive Officer is also responsible for the management of the company's human resources, and for the development and implementation of the company's policies and procedures.

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88.09.30

A PRINCIPAL'S GUIDE TO CRISIS RESPONSE

01/10

CHRIS WEAVER

OT

30130 E. JACKSON A

CRISIS RESPONSE CHECKLIST

Collect information on the tragic event:

- details of event
- people affected
- emotional status of school
- wishes of family

Communicate information to:

- Superintendent of Schools
- staff and students
- parents (if deemed necessary)

Use:

- meetings
 - P.A.
 - letters
 - press (if requested, only on permission of family)
- Caution: Watch statements if an accident in school (may be basis for a possible legal action)

Bereavement responses:

- funeral
- assembly
- memorials or tributes
 - . lower flag
 - . yearbook
 - . awards
- Students and staff in difficulty
 - . day of tragedy
 - . memorial or funeral day
 - . weeks later

Handling Grief with Students and Staff:

- support (direct and indirect)
- discussions (individual, group, class)
- permission to grieve acknowledged and managed
- encourage the person to review his/her life with the deceased
- encourage the person to talk about his/her feelings with someone who can look at reality more objectively
- ask questions about specific experiences the person had
- listen. Allow expression of grief rather than being too quick to reassure
- encourage tears and cry with them
- be empathetic as well as sympathetic
- be realistic when giving reassurance
- link to outside school support

General Information

General Information on the Study

- Study Title
- Study Objectives
- Study Design
- Study Population

Study Objectives

- Primary Objective
- Secondary Objectives
- Tertiary Objectives

Design

- Study Design
- Study Population
- Study Setting
- Study Duration
- Study Interventions
- Study Outcomes

Study Population

- Inclusion Criteria
- Exclusion Criteria
- Recruitment Methods
- Sample Size
- Study Duration
- Study Interventions
- Study Outcomes

Study Interventions

- Intervention Group
- Control Group
- Study Duration
- Study Interventions
- Study Outcomes
- Study Population
- Study Setting
- Study Design
- Study Objectives
- Study Title

Part I

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

Page 2

Purpose

It is hoped this document will provide a simple and practical guide to the principal and staff facing problems that accompany a tragic event which impacts on the school. **At all times, the principal is the person in charge.** A specially trained Crisis Response Support Team is available to help. A principal wanting help may call a team member to discuss the crisis and/or request assistance from the Crisis Response Support Team.

Crisis Response Support Team

The team consists of staff volunteers, (principals, vice-principals, guidance and special services personnel, teachers and secretaries), who are trained and experienced in responding to crisis events in our system. The principal in consultation with a team member may request that one or more team members attend a meeting in the school or provide direct assistance.

Organization of Document

Part I	General Information	(white)	Preparing for the response.
Part II	Response Guideline	(blue)	Detailed response checklist.
Part III	Crisis Response Support Team	(pink)	Contact information and membership list.

Major Tasks

- (1) Collecting information about the event
- (2) Communicating information to staff, students and others
- (3) Managing the school and making necessary changes
- (4) Secretarial duties - telephoning, scheduling, typing and duplicating, etc.
- (5) Organizing commemorative actions
- (6) Post event concerns

Procedure

- (1) An event occurs which has a crisis effect on the school.
- (2) The principal determines an appropriate course of action:
 - (a) Handle the situation internally following the guideline in Part II (blue)
 - (b) Call a member of the Crisis Response Support Team to discuss the crisis, and obtain advice. See Part III (pink)
 - (c) Invite the Crisis Response Support Team by calling a member and requesting assistance. See Part III (pink)

The principal should delegate as many of the tasks outlined in Parts I and II as possible in order that he/she can make decisions and be available for consultation. The principal should walk about, listen, give assurances, etc.

100

101 The first of these is the fact that the...

102 The second is the fact that the...

103 The third is the fact that the...

104 The fourth is the fact that the...

105 The fifth is the fact that the...

106 The sixth is the fact that the...

107 The seventh is the fact that the...

108 The eighth is the fact that the...

109 The ninth is the fact that the...

110 The tenth is the fact that the...

111 The eleventh is the fact that the...

112 The twelfth is the fact that the...

113 The thirteenth is the fact that the...

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

Part I

Page 3

Collecting Information

Current accurate information must be available to assist decision making by those responding to the crisis. It is recommended that the principal delegate tasks wherever possible.

Sources:

Family/Parent/Guardian _____

Records (OSR or Teacher Files) _____

Staff _____

Police/Hospital _____

People Involved/Witnesses _____

Other _____

Information needed:

- details of the event
- people directly affected
 - family
 - close friends
 - staff
 - students
 - community
- current situation in the school

NOTED FOR THE FIRST TIME IN THE HISTORY OF THE WORLD

THE FIRST TIME IN THE HISTORY OF THE WORLD

THE FIRST TIME IN THE HISTORY OF THE WORLD

NAME	DATE
ADDRESS	TELEPHONE
CITY	STATE
COUNTRY	POSTAL CODE

THE FIRST TIME IN THE HISTORY OF THE WORLD

THE FIRST TIME IN THE HISTORY OF THE WORLD

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

- contact information from records
 - names
 - telephone numbers
 - addresses etc.
- to change school or class schedules if necessary
- wishes of the family -- for details refer to pages 8 and 9.
- other relevant information
 - a list of close friends
 - timetable
 - locker number

Based on the information collected, the principal should review the situation with a small group of staff.

- Does the situation warrant seeking advice from the Crisis Response Support Team leader or calling in the Support Team?

Yes - move to Part III (Pink)

No - proceed to Part II (blue)

REPORT ON THE PROGRESS OF THE WORK

1. Introduction

The purpose of this report is to provide a summary of the work done during the period from 1st January to 31st December 1954.

The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1953.

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

The principal as the person in charge may designate the following:

Task

Assigned to

- 1) A **Co-ordinator** who is totally aware of the overall response plan
(may be the principal)

- 2) A **Secretary** to:

- . answer the telephone and direct calls to appropriate staff
- . inform: the Superintendent of Schools, and/or Associate Director, who should inform Adjustment Services, Personnel, Information Services, Trustees etc. where applicable.
- . arrange meetings of the co-ordinator as required with people like the media, parents, trustees, etc.
- . type letters that are required immediately in response to the event. for example: letters informing officials of a dangerous condition, or letters of sympathy.
- . type bulletins and announcements that may be needed for internal communication with staff and students over the P.A., at an assembly, for pickup or distribution, and official statements for release to the media or to be given over the telephone.

On the 10th of March 1881, the following
persons were present at the meeting of the
Board of Directors of the New York
Public Library, held at the Library building,
No. 100 West 4th Street, New York City.

The following gentlemen were present:
Messrs. J. C. Spencer, President; J. C. Spencer,
Secretary; J. C. Spencer, Treasurer; J. C. Spencer,
Librarian; J. C. Spencer, Assistant Librarian;
J. C. Spencer, Assistant Librarian; J. C. Spencer,
Assistant Librarian; J. C. Spencer, Assistant Librarian;

The following gentlemen were absent:
Messrs. J. C. Spencer, President; J. C. Spencer,
Secretary; J. C. Spencer, Treasurer; J. C. Spencer,
Librarian; J. C. Spencer, Assistant Librarian;
J. C. Spencer, Assistant Librarian; J. C. Spencer,
Assistant Librarian; J. C. Spencer, Assistant Librarian;

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J. C. Spencer, Assistant Librarian; J. C. Spencer,
Assistant Librarian; J. C. Spencer, Assistant Librarian;

The following gentlemen were absent:
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Librarian; J. C. Spencer, Assistant Librarian;
J. C. Spencer, Assistant Librarian; J. C. Spencer,
Assistant Librarian; J. C. Spencer, Assistant Librarian;

The following gentlemen were present:
Messrs. J. C. Spencer, President; J. C. Spencer,
Secretary; J. C. Spencer, Treasurer; J. C. Spencer,
Librarian; J. C. Spencer, Assistant Librarian;
J. C. Spencer, Assistant Librarian; J. C. Spencer,
Assistant Librarian; J. C. Spencer, Assistant Librarian;

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Assistant Librarian; J. C. Spencer, Assistant Librarian;

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

3) A **Communications Officer** who will be the official source of information _____

(a) To Staff

- . current, accurate information about the event
- . decisions regarding continuation or changes of routine
- . commemorative plans like
 - assemblies
 - memorial funds
 - funeral arrangements
- . people who have responsibilities related to the event
- . what to do in a situation that has arisen
- . determine those closest and most likely to be affected
- . a moratorium on curriculum/classes may be necessary to address the grieving concerns of the school

(b) To Students

- . bulletins giving current, accurate information about the event
- . bulletins regarding continuation or changes of routine
- . available resources - (determine those closest, most likely affected and communicate this information directly through appropriate staff member)
- . commemorative information
- . involve student council in planning and informing students
- .
- .

1. The first part of the document is a list of the names of the persons who have been named in the proceedings.

2. The second part of the document is a list of the names of the persons who have been named in the proceedings.

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20. The twentieth part of the document is a list of the names of the persons who have been named in the proceedings.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

(c) To Parents in the Community

- . message given by the secretary over the telephone
- . written notices sent home (if appropriate)
- .
- .

(d) Police/Hospital Witnesses

- . this task should be left to one of those previously involved in collecting information
- .
- .

(e) Press Releases

- . low key, simple, factual
- . release of a picture with family's permission
- . historical information pertinent to the event
- . possible steps taken to prevent a reoccurrence
- . commemorative plans
- .
- .

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

(f) Other Schools

- . if a sibling has brothers and sisters in another school notify the school
- . if a staff member passed away ask area offices to notify their schools
- .
- .

(g) Outside Agencies

- . Public Health Nurses' Bereavement Team (528-1441)
- . Other
- .
- .

4) One staff member to act as liaison with the family.

Determine the wishes of the family regarding:

- . release of picture
- . release of information
- . release of personal property
- . funeral arrangements
 - . church
 - . religion
 - . culture

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

. types of assistance which may be offered to the family:

- identification
- transportation
- photograph
- notification of relatives, friends, others
- contact information, e.g. benefits officer
- legal assistance
- agency assistance
- cancelling appointments
- memorial arrangements
-
-

5) A staff member to assist in the **administration** of the school during the response period. This person makes decisions regarding the operation of the school and communicate those decisions through the communication officer.

- . relieve teachers affected using teachers known to the students to cover classes
- . arrange counselling for students
- . adjust school schedules, seating plans, class lists, etc.
- . properly withdraw a deceased student from the roll, ensuring the computer record is properly adjusted
- . attend to individual situations as they arise - personal property, lockers, desks, etc.
- .
- .



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

A Principal's Guide to Crisis Response

(6) A **Commemorative Actions Chairman** to develop an appropriate program which may include:

- . lowering of the flag
- . funeral arrangements
- . memorial service
- . memorial fund
- . yearbook entry
- . display in the showcase or focal area
- . donations/flowers, etc.
- .

(7) A person to **monitor present and future student, staff, class reaction to the event**

- . refer identified cases needing assistance

Guidance Services

Social Workers

Adjustment Services

- medical referral
- individual/family counselling
- community counselling

Employee Assistance Program

- confidential counselling and referral
- telephone 525-4203

- . update the co-ordinator on the situation in the school
- .

Note: After managing the crisis for several hours without assistance from the Crisis Response Support Team, if the principal should feel that more support is necessary he/she should call a Support Team member.

1. The first section of the report discusses the background of the project and the objectives of the study.	2. The second section describes the methodology used in the study, including the data collection and analysis techniques.	3. The third section presents the results of the study, showing the data and the conclusions drawn from it.	4. The fourth section discusses the implications of the findings and provides recommendations for future research.	5. The fifth section contains the references cited in the report.	6. The sixth section is the conclusion of the report, summarizing the main points and findings.	7. The seventh section is the appendix, which contains additional information related to the study.	8. The eighth section is the bibliography, listing the sources used in the study.	9. The ninth section is the index, providing a quick reference to the various parts of the report.	10. The tenth section is the table of contents, showing the page numbers for each section.	11. The eleventh section is the list of figures, showing the page numbers for each figure.	12. The twelfth section is the list of tables, showing the page numbers for each table.	13. The thirteenth section is the list of abbreviations, showing the page numbers for each abbreviation.	14. The fourteenth section is the list of symbols, showing the page numbers for each symbol.	15. The fifteenth section is the list of acronyms, showing the page numbers for each acronym.
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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

The Crisis Response Support Team

A principal who elects to involve the Crisis Response Support Team in order access the expertise available in coping with crisis events need only phone a Crisis Response Support Team member listed below. Other team members and resources will be mobilized according to assessed needs.

Crisis Response Support Team Members

<u>Team Member</u>	<u>Position</u>	<u>Location/School</u>	<u>School Phone</u>	<u>Home Phone</u>
Gillian Anchel	Consultant - Psychological Services	Education Centre	527-5092 x 449	648-1942
Steve Barrs	Consultant - Values Education	Education Centre	527-5092 x 386	648-8004
Pat Binkley	Secretary - Adjustment Services	Education Centre	527-5092 x 509	388-6516
Chas. Boecker	Principal	A.M. Cunningham	544-7771	389-1642
Lesley Cunningham	Consultant - Adjustment Services	Area #2	527-5092 x 506	647-2491
Trish Donnelly	School Social Worker	Queen Mary	547-0321	632-1729
Mardy Eedson	Teacher	Barton	389-2234	648-0187
Wayne Elgie	Consultant - Adjustment Services	Education Centre	527-5092 x 369	336-0886
Gail Glenny-Burke	School Social Worker	Dr. Davey/Tweedsmuir	522-2175	385-4396
Cathy Hillgren	Guidance Counsellor	Elizabeth Bagshaw	561-9520	547-4616
Bruce Mair	Supervisor	Area #5	527-5092 x 465	648-6535
Gladys Patch	Consultant - Psychological Services	Education Centre	527-5092 x 359	332-3455
Dan Scarrow	Principal	James MacDonald	385-3267	561-7585
Paul Simpson	Vice Principal	Sherwood	383-3377	527-7240
John Smith	Guidance Counsellor	Ryerson	528-7975	634-4126
Brian Snell	Vice Principal	Tweedsmuir	522-9276	525-9696
Jim Wilson	Vice Principal	Westdale	522-1387	383-6563
Helen Zamfir	Guidance Counsellor	Tweedsmuir	522-9276	627-4107

When the Response Team arrives the principal, staff members involved to date and Team members should meet to review all information collected and plan a course of appropriate action.

Note - The Team members are present in an **advisory capacity only**, and will assume active roles only as requested by the principal.

The Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1989 09 06.

To the Chairman and Members,
Development Committee,
Education Centre,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: YEAR-ROUND EDUCATION

The second report of The Select Committee on Education for Ontario (Dianne Poole, M.P.P., Chair) was released in June, 1989. The committee was set up in February, 1988 to investigate Year-Round Education.

The majority of data regarding "Year-Round Education" (Y.R.E.) is from Western United States (Utah and California). U.S. experts were asked to make presentations to the Committee. In addition, the Committee received several briefs from Ontario education, labour and community organizations.

The committee recommends that:

1. The Ministry review the Education Act and its regulations to ensure that boards have the required flexibility to adjust semester lengths and make minor variations in the length of the school year or day.
2. The Ministry allow for, facilitate and assist in funding a representative sample of year-round pilot projects. Proposals for pilot projects must clearly identify the educational objectives of the planned changes, build in systematic research and evaluation of the changes and their effects and include processes for community consultation.
3. The Ministry of Education set out a protocol for boards to follow when considering changes to the school year. This would include a provision that full consideration with parents, teachers and community groups must take place.

In response to the Second Report, The Canadian Imperial Bank of Commerce had Telepoll Research Limited do an opinion poll amongst 1,462 Canadians across Canada (reported accuracy is within 2.6% 19 out of 20 times).

Two questions were asked: (a) Would you prefer to see schools opened year-round with shorter vacation periods?

(b) Would you like to keep schools closed during the summer?

The results of the survey were as follows:

	NATL.	ATL.	QUE.	ONT.	PR.	B.C.
Year-Round Education	24%	10%	12%	37%	19%	30%
Closed Summers	72%	87%	86%	59%	78%	65%
No Opinion	3%	3%	2%	4%	3%	5%

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers, who came to the Americas in search of new lands and opportunities. Over time, these settlers built a nation that would become one of the most powerful in the world. The story is filled with challenges, triumphs, and the pursuit of a better life for all.

The early years of the United States were marked by the struggle for independence from British rule. The American Revolution was a pivotal moment in the nation's history, leading to the birth of a new country. The founding fathers established a government based on the principles of liberty and justice for all.

As the nation grew, it faced many challenges, including the struggle for slavery and the expansion of territory. The Civil War was a defining moment in the nation's history, leading to the abolition of slavery and the preservation of the Union. The Reconstruction era followed, a time of great change and struggle for the newly freed slaves.

The late 19th and early 20th centuries saw the rise of industrialization and the growth of the United States as a world power. The Progressive Era was a time of reform and progress, leading to the establishment of many institutions that still exist today.

The 20th century was a time of great change and challenge. The United States played a leading role in the world, facing the threat of nuclear war and the struggle for civil rights. The Vietnam War was a defining moment in the nation's history, leading to a reevaluation of the country's role in the world.

The 21st century has seen the United States continue to grow and change. The nation has faced many challenges, including the global financial crisis and the COVID-19 pandemic. The future of the United States is uncertain, but the spirit of innovation and progress remains strong.

The results of the survey are as follows:

Category	Item 1	Item 2	Item 3	Item 4	Item 5
Item 1	100	100	100	100	100
Item 2	100	100	100	100	100
Item 3	100	100	100	100	100
Item 4	100	100	100	100	100
Item 5	100	100	100	100	100

.....2

Mr. Harold Brown, committee clerk for the Select Committee on Education, has been asked for any further information which becomes available as a result of the work of the Select Committee.

Recommendation:

That this report be received for information.

Prepared by: W. Ferris
Submitted by: A. L. Stockwell
Approved by: K. A. Rielly

IN ORDER TO BE ELIGIBLE FOR THE 2000 ELECTIONS, THE VOTER MUST BE A U.S. CITIZEN, AT LEAST 18 YEARS OLD ON ELECTION DAY, AND A RESIDENT OF THE STATE OF CALIFORNIA.

THIS AREA IS RESERVED FOR THE VOTER'S SIGNATURE.

Signature of _____
Print Name of _____
Address of _____
City of _____

CA40NHBLW26

A32

URBAN MUNICIPAL
OCT 4 - 1989
GOVERNMENT DOCUMENTS

AGENDA

DEVELOPMENT COMMITTEE

1989 10 05

Confirmation of the minutes of the 1989 09 07 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from Officials re: Option Choices - Smaller Secondary Schools
(requested by B. Allen) - Pages 1 to 11

NEW BUSINESS:

1. Middle School - A Strategic Plan For the 90's. - Pages 12 to 21
2. Update - Race Relations
3. Update - Drug and Alcohol Abuse - Pages 22 to 52
4. OPSBA Updates

I

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 09 28

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Availability of Program in Small Schools

The following materials are presented in response to the request for information on the impact of shrinking enrolment on availability of program in our secondary schools.

- (a) Composite Program Plan, November 1988 (Appendix A) (blue)
- (b) Defining Terms:
Instruction, Program, Program Offering, Program Availability (Appendix B) (yellow)
- (c) Dropping Enrolment Means Kids Attend 2 Schools -- Article from The Hamilton Spectator, Friday, September 22, 1989 (Appendix C) (pink)

These materials will be elaborated on in the meeting, and questions will be received.

RECOMMENDATION:

That the report be received for information.

Prepared and Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum

Approved by: Keith Rielly,
Director of Education

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed study of the case of a single particle.

3. THE CASE OF A SINGLE PARTICLE

The first part of this section is devoted to a study of the case of a single particle.

The second part of this section is devoted to a study of the case of a single particle.

The third part of this section is devoted to a study of the case of a single particle.

The fourth part of this section is devoted to a study of the case of a single particle.

The fifth part of this section is devoted to a study of the case of a single particle.

4. CONCLUSIONS

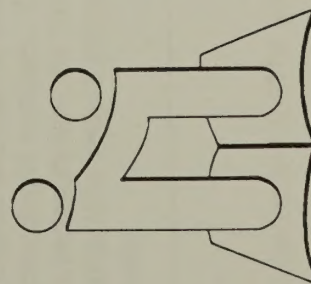
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The second part of this section is devoted to a study of the case of a single particle.

The third part of this section is devoted to a study of the case of a single particle.

COMPOSITE PROGRAM PLAN

1989-90



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

November 11, 1988

1900

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION
500 5TH AVENUE
NEW YORK 17, N.Y.

1900

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION
500 5TH AVENUE
NEW YORK 17, N.Y.

COMPOSITE PROGRAM PLAN 1989-90**SUBJECT: Business Studies**

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.				BMR4GL NGD4GL	
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			Courses not selected in Row B plus: BDE3A	Courses not selected in Row B plus: BIT4G BSH4G	
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.	BIB1G	BAI2G BKA2G	EBS3G Four of: BAC3A BCS3GL BMK3G BPC3G BPT3A BSI3G BSH3G or BSN3A or BSN3G	Three of: BAA4G BKW4G BMR4G BOS4G BPS4A	BAC0A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	BK11G			Practice Office or Marketing Store	

Date	Description	Amount	Balance	Total
1900	Jan 1	100.00	100.00	100.00
1901	Feb 1	50.00	50.00	150.00
1902	Mar 1	25.00	25.00	175.00
1903	Apr 1	15.00	15.00	190.00
1904	May 1	10.00	10.00	200.00
1905	Jun 1	5.00	5.00	205.00
1906	Jul 1	5.00	5.00	210.00

COMPOSITE PROGRAM PLAN 1989-90**SUBJECT: English**

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	ADA1A1		ADA3AF		
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		ENS2G	ADA3A	ADA4A ASE4G EWR4A	ADA0A EWC0A ELI0A
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			ADA3G EBS3G or ENG3G5 (Whichever is not offered in Row A)	ADA4G	
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	ENG1A ENG1B ENG1G	ENG2A ENG2B ENG2G	ENG3A ENG3A5 ENG3G ENG3G5 or EBS3G	ENG4A ENG4G	ENG0A

COMPOSITE PROGRAM PLAN 1989-90**SUBJECT: Family Studies**

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.			NZF3GC NZF3GD TPX3G1 TPX3G2 TPX3G3	NZF4GC NZF4GM + Co-op TPX4G1 TPX4G2 TPX4G3 TPX4G4	
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.	NFG1A NMT1G1 Decision-making to involve Principal, Guidance Counsellor and Learning Resource Personnel*		NFD4A NFD4G NMT3GC		
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		NMT2A NMT2G	NFI4A NFI4G NMT4G		
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	NFG1G		NFB3A NFB3G	NFO0A	

* Primarily for students having difficulty organizing themselves and resources when entering secondary school. To be taken on individualized basis.

Date		Description		Amount		Balance	
1900	Jan 1	Balance					
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1900	Jun 9	Jun 8					
1900	Jun 10	Jun 9					
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1900	Jun 29	Jun 28					
1900	Jun 30	Jun 29					
1900	Jul 1	Jun 30					
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DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	Immersion FIF1A HCT1AF SNC1AF	Immersion FIF2A GCA1AF MAT2AF	FIF3A FIW3A ADA3AF HSC3AF		Immersion FIF0A (Odd Sept.) FIG0A (Even Sept.) VLG0A (Odd Sept.) VLT0A (Even Sept.)
		LEI2A	LEI4A		LEI5A
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		LCL2A or LEG2A	Senior Division LCL3A or LEG3A		FSG0A LEG5A
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		FSF2G	Senior Division LCL3A or LEG3A		
			FSF3G	FSF4G	
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	FSF1A FSF1G	FSF2A LCL2A or LEG2A			FSF0A
			FSF3A	FSF4A	

COMPOSITE PROGRAM PLAN 1989-90**SUBJECT: Mathematics**

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.		MAT2AF			
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.					MCA5A MRF5A MAL5A (First semester only)
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			MTB3G or MTT3G (Whichever is not offered in Row A)	MTB4G or MTT4G (Whichever is not offered in Row A)	MFN0A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	MAT1A MAT1G MTW1B	MAT2A MAT2G MTW2B	MAT3A MTB3G or MTT3G	MAT4A MTB4G or MTT4G	MAG0A MCA0A

COMPOSITE PROGRAM PLAN 1989-90**SUBJECT: Music**

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	AMS1A	AMS2A	AMS3A	AMS4A	
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.			AMK3G AMV3G	AMK4G AMV4G	
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.	AMU1A or AMA1A (Whichever is not offered in Row A)	AMU2A1 AMU2A2	AMU3A	AMU4A	AMU5A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	AMA1A or AMU1A				

Date	Description	Debit	Credit	Balance	Remarks
1914	Jan 1			100.00	Opening balance
1914	Jan 15	50.00		50.00	Paid for groceries
1914	Feb 1		20.00	70.00	Received from John Doe
1914	Mar 1	30.00		40.00	Paid for rent
1914	Apr 1		10.00	50.00	Received from Mary Smith
1914	May 1	20.00		30.00	Paid for utilities

COMPOSITE PROGRAM PLAN 1989-90**SUBJECT: Science**

DESCRIPTOR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13/OAC
ROW D Shall be offered and shall be scheduled in designated schools according to numbers. If numbers appear to be insufficient, the Principal and Co-ordinator shall refer the matter to the Superintendent of Schools.	SNC1AF				SSO0A
ROW C May be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.					
ROW B Shall be offered and may be scheduled in each school according to numbers. If numbers appear to be insufficient, the Head's responsibility is to discuss the matter with the Co-ordinator.		SNC2A SNC2G	SBA3G SCA3G	SPA4G	SBI5A
ROW A Shall be offered and shall be scheduled in each school. OPTIONS WHERE NECESSARY: • bi-level • 2 year stack • every other year	SNC1A SNC1G		SBI3A SCH3A	SPH4A	SCH5A SPH5A
			One General Level Science from: SBA3G SCA3G SPA4G		

DRAFT

Appendix B

Defining Terms

Quality of Instruction

- The effectiveness of the learning environment, teaching and evaluation strategies.

Quality of Program

- The relevance and appropriateness of the curriculum materials and resources to the age of the students.
- The degree to which the curriculum is current, meets Ministry requirements and board policy and goals.

Program Offering

- The courses or programs offered in a department, school, area or board.

Program Availability

- The degree to which an individual student can access the program he or she desires.

Section 10

Section 10

The first part of the section is devoted to the study of the

Section 10

The second part of the section is devoted to the study of the

The third part of the section is devoted to the study of the

Section 10

The fourth part of the section is devoted to the study of the

Section 10

The fifth part of the section is devoted to the study of the

Friday, September 22, 1989

Dropping enrolment means kids attend 2 schools

By CHRISTINE COX

The Spectator

NANCY LAETSCH will be a student at two high schools next semester — Delta and Scott Park.

Nancy, 16, doesn't really want to commute between two schools, but it's the only way she can take the courses she wants. She'll spend the morning at Delta, then catch a bus to Scott Park for a German class.

Because of shrinking enrolment, some city secondary schools can't offer as many courses as others.

That bothers Ward 3 Trustee Bert Allen, who has asked board of education officials for a report on how this is being handled. The issue is one of fairness and equity, said Mr. Allen.

What bothers him is the possibility high school students in some parts of the city do not have the same access as others to a wide range of options.

High school

students commute between classes

It's a problem in the smaller schools, especially at the senior and advanced level, says Delta principal Murray Kilby.

If, for example, there is only one class of grade 12 music or French, timetabling conflicts may narrow the student's choices. The problem is less likely to arise in a bigger school, with more than one class in those subjects.

Although still larger than most high schools in Ontario, Delta's enrolment of under 800 makes it the smallest composite secondary school in the Hamilton system.

Sometimes the solution is a

stacked class — one combining two grades, or two levels of difficulty. That works better in some subjects than in others.

Another solution is for students to take courses at two schools, as Nancy Laetsch will be doing next semester to get an Ontario Academic Course (grade 13) in German.

"Of course, I would prefer not to be doing this, but if it's my only alternative I'll do it, because I want to take German in university," said Nancy.

Now in her fourth year at Delta, Nancy didn't want to switch schools. "It's too much stress. The whole social situation would change," she said.

Chris Herman, 18, is changing schools — but very reluctantly. Instead of finishing off grade 13 at Delta, Chris will transfer to Sherwood Secondary School for the final semester.

Delta doesn't have the university-entrance courses he wants in drama and writing. "It sort of bothers me," said Chris. "I have a lot of friends here that I'll be leaving."

Often students will drop a subject rather than change schools.

Rae Ellen Duncan, 18, is disappointed she can't take an OAC course in physical education next semester at Delta, but she's staying.

"I love it; it's a great school," she said, adding she doesn't need the phys-ed credit for university. It was available this semester, but in the same time slot as her calculus class.

Art Sebastian, head of guidance at Delta, guesses there are about a dozen Delta students taking some courses at other schools.

He suspects the number would be higher, but for the inconvenience of getting back and forth. Students are responsible for their own transportation.

Last year, there were so many

timetabling conflicts, the guidance counsellors interviewed about half the school again. Some students had to be interviewed three or four times.

Scott Park, which began the school year with about 930 students, faces similar problems. So does Sir Winston Churchill, with 920.

Don Thorne, principal at Scott Park, said the school does its utmost to avoid cutting programs. "We really bend over backwards to try to keep them going, even though the numbers may be small."

Head of guidance Keith Good-fellow said Scott Park couldn't offer grade 13 French this year, because only two students wanted it. He thinks the two girls involved will probably sign up for French at night school.

Although principals will allow senior students to take evening classes if necessary, that may be difficult for students with part-time jobs.

1989 10 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Middle School: Strategic Plan for the 1990's

Background:

Since the early 1980's, various committees in our system have been exploring the "Middle School" as a direction. Over the past decade much has been written in Canada, Great Britain and the United States about the student ages 11-14. Sometimes these students are referred to as "Middle Level Learners", as "the Student In Between" or as "Transescents".

1986 - 1989 — Summary of Events:

After much study and considerable review of what is already going well in our schools, the Middle School Task Force presented a Strategic Plan to Senior Management last spring which was reviewed, modified and approved in principle. This document allows for the development of school, area, and department plans focussed on common set of beliefs and understandings.

Details:

Please find attached for your information

- (a) an article from the Hamilton Spectator from 1940. (Appendix A)(blue)
- (b) a brief outline of the Middle School Strategic Plan (Appendix B)(yellow)
- (c) Middle School Staff Development plans for the 1989-90 school year.
(Appendix C)(pink)

Recommendation:

That the report be received for information.

Prepared by: Marg Schneider,
Middle School Consultant
Gail Rappolt,
Assistant Superintendent of Curriculum.

Submitted by: Gail Rappolt,
Assistant Superintendent of Curriculum.

Approved by: Keith A. Rielly,
Director of Education.

From Senior Schools to Middle Schools

Below is an excerpt from The Hamilton Spectator (November 15, 1940) outlining a bold new step taken by the Hamilton Board of Education fifty years ago at Ryerson School.

SENIOR PUBLIC SCHOOL IDEA WORKING OUT SUCCESSFULLY

Ryerson Experiment, Second of Its Kind in Ontario, Bridges Gap Between Primary and Secondary Education

After two months in operation, Ryerson senior public school—the second of its kind in Ontario—can announce proudly that its experiment seems to be working even more successfully than was expected when the idea was first broached. Started by the Board of Education under the chairmanship of Dr. W. L. Whitelock, and with W. A. Cavanagh as principal, the new scheme is being praised throughout the city, with the result that the formation of other senior public schools may soon be decided upon.

To Bridge Gaps

Stated baldly, the significance of the teaching plan in effect at Ryerson is to bridge the gap between public and high school—a gap so wide that many youngsters fail to bridge it successfully—and educational guidance. The plan of operation is somewhat as follows: All seventh and eighth grade students at the neighbouring schools, Central, Earl Kitchener, the former Ryerson public school and some from Hess, Queen Victoria and Strathcona, are sent to Ryerson senior public school for special work. Every afternoon the usual studies are in force but in the morning an entirely different curriculum is carried out. The boys take courses in manual training, woodworking in the shop at lathes, wood and metal machines, commercial training, and so on. The girls take art instruction, home economics, art appreciation, deportment, health education, music.

Would Have Chance

The idea as expressed by Dr. Whitelock is to guide the student into the proper educational channels when the time comes for him to decide whether to go to high school, commercial or technical schools. "In my opinion", said Dr. Whitelock, "too many students proceed to high school for courses for which they are not suited. If a few more of these senior public schools are established in Hamilton, every student would have a chance to find out exactly what he likes best and exactly what he can do best. That is educational guidance which is very closely allied to vocational guidance. This system is of great value in another way also. It bridges the gap between public and high school. The change is often very great and many cannot make that change. Here there are more men teachers, there is more informality, and the students are taught to work things out for themselves. Their dormant initiative is encouraged."

A glance into any of the many class rooms was a revelation and was ample proof that the new system is one that should be encouraged. Perhaps the most interesting was that room devoted to the teaching of home economics. The large room was partitioned off into the various sections of the house. Here was a kitchen with modern sink, an electric refrigerator, a washing machine, ironing boards, everything that makes a kitchen at home. Here young girls were washing clothes, ironing and doing the many tasks they some day will do in their own homes. In another section was a dining-room table and here the young students were being taught how to lay a well-appointed table. Everywhere there was activity as girls sewed, washed, cleaned and ironed. All under the skilled instruction of Miss Sadie McNair, a specialist in the field. Only a glance was needed to see whether the girls were interested.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change, from the first settlers to the present day.

CHAPTER I: THE EARLY YEARS

The first settlers came to the United States in the early 17th century.

They were looking for a new home, a place where they could live in peace and freedom. They found it in the New World, and they built a new nation.

The Early Years

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Lesson in Art

In another room a lesson in art was progressing. The first sight that struck the eye was a mural done by the students—and exceptionally well done it was. Everywhere there were efforts that won't be found anywhere else in a public school or, for that matter, a high school. Self-expression is encouraged and art appreciation is stressed. Here instruction is by Miss Marion Johnstone.

Deportment and phonetics are not ignored. Taught by Miss Elsie Wearne, speech and dramatics teacher, the pupils are taught how to behave politely and how to speak properly. The young lip-lazy Canadian is taught how to pronounce every word distinctly, with the result that it is hoped "cener" will soon become "centre". At one end of the class room is a small stage where the pupils make speeches—either prepared or extemporaneously—and where short plays are arranged.

Every class room has something out of the ordinary to display, even the "shop" where E. E. Parkhouse is in charge. True, work on various machines is taught—work one would think is stereotyped—but every pupil is given an opportunity to rely on himself, to work at something that he likes.

In the words of Dr. Whitelock, the teachers are trying to give the students not only a more complete and a more interesting senior school education than has been possible before, but, at the same time, trying to encourage them to form preferences and acquire adaptabilities for the most suitable form of secondary education. When the students graduate from Ryerson senior public school they will be more certain of their next step educationally because of the opportunities and experiences they have had.

Are the students happy in their work? Attendance is almost perfect.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The document also outlines the responsibilities of individuals involved in the process, including the need for transparency and accountability.

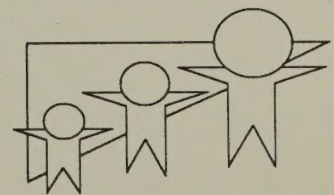
The second part of the document provides a detailed overview of the various methods used to collect and analyze data. It describes the different types of data sources, such as surveys, interviews, and focus groups, and explains how this information is used to identify trends and patterns. The document also discusses the challenges associated with data collection and analysis, such as ensuring the reliability and validity of the data.

The third part of the document focuses on the development of effective communication strategies. It discusses the importance of clear and concise communication and provides examples of how to structure reports and presentations. The document also outlines the key elements of a successful communication strategy, including the need to tailor the message to the audience and to use a variety of communication channels.

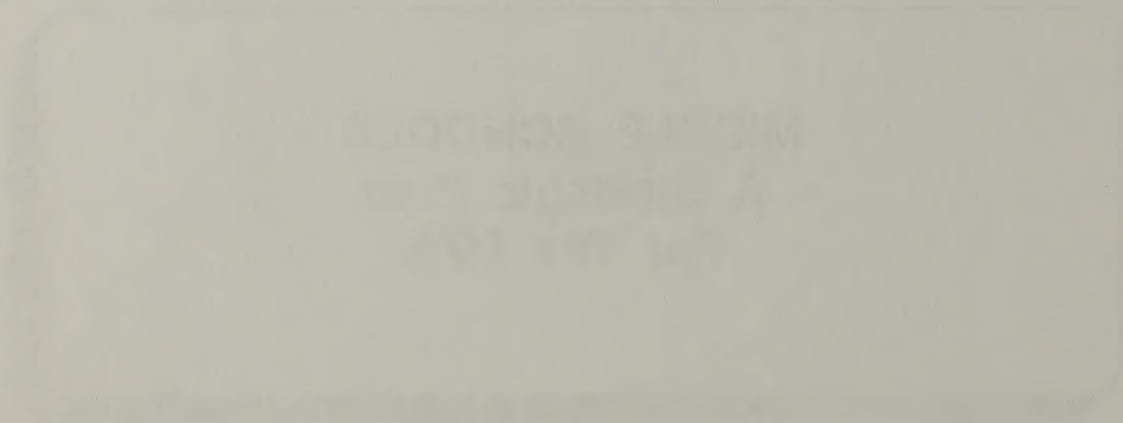
The final part of the document discusses the importance of ongoing evaluation and improvement. It emphasizes that the effectiveness of any program or initiative can only be determined through regular assessment and feedback. The document also provides guidance on how to conduct evaluations and how to use the results to make improvements.

**MIDDLE SCHOOLS:
A Strategic Plan
For The 90'S**

*duplicate
in
~~green~~
yellow*



MIDDLE SCHOOL MATTERS



Rationale

Since middle school theory is based on human development and sound principles of learning, our commitment is to provide school program and operations designed specifically for students in transition between childhood and adolescence.

Many sound educational practices present in Hamilton schools, which are congruent with middle school theory, form a strong foundation for future development.

Since our goal is to develop students who understand themselves as self-directed, self-motivated problem-solvers, aware of both the processes and the uses of learning, the climate for learning and the instructional strategies employed are as important as the learning outcomes.

Summary

The first part of the report deals with the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are based on the principle of the conservation of energy.

The second part of the report deals with the application of the theory of the structure of the atom to the study of the properties of matter. It is shown that the properties of matter are determined by the structure of the atom, and that the structure of the atom is determined by the laws of quantum mechanics.

The third part of the report deals with the application of the theory of the structure of the atom to the study of the properties of light. It is shown that the properties of light are determined by the structure of the atom, and that the structure of the atom is determined by the laws of quantum mechanics.

Beliefs

- Middle School teachers are knowledgeable about the characteristics of middle level learners and are committed to their education.
- The program carefully balances affective, psychomotor, and cognitive goals.
- A variety of organizational structures exist in the school.
- A full range of teaching strategies which encourage activity-based learning is employed.
- Exploratory activities including brief but intense interest-based electives are a part of the program.
- A comprehensive guidance program is present, and there is an adult advocate for each child who knows the student well and who gives individual attention through a home base.
- The staff is organized into teams who participate in common planning time — to share expertise, to co-ordinate their programs, and to monitor student progress;
- Assessment of student progress and achievement is continuous, cooperative, and comprehensive.
- Mutual respect and positive self-esteem for students and staff is developed in a warm, caring, and supportive environment.

Blank

1. The first step in the process of the scientific method is to make an observation or ask a question.

2. Next, you make a hypothesis, which is an educated guess about what you think will happen.

3. Then, you design an experiment to test your hypothesis. This involves making a plan and setting up a controlled experiment.

4. After you have collected data from your experiment, you analyze the results to see if they support your hypothesis.

5. If the results do support your hypothesis, you may draw a conclusion and make a claim about the relationship between the variables.

6. However, if the results do not support your hypothesis, you may need to revise your hypothesis and repeat the experiment.

7. The scientific method is a systematic way of investigating the natural world, and it is used by scientists in all fields of study.

8. It is important to remember that the scientific method is not a linear process, and it often involves multiple iterations and revisions.

9. The goal of the scientific method is to develop a better understanding of the natural world and to make predictions about future events.

Image of the Ideal: Priorities for Action

Three areas have been identified as priorities for action and will serve as a planning guide as we enter the design and development phase.

Staff Development

Program

School Management

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THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

The Design and Development Phase

The Design Team will use the Image of the Ideal (Staff Development, Program, and School Management) to develop a framework for systematic planning in each of the three areas.

Schools have been implementing a variety of middle school practices for the last 3-5 years. Over the next 12-24 months, the Design Team will use these initiatives together with the framework to convert broad images to objectives, to develop specific strategies, and to establish timelines.

The planning process in CRDI requires co-ordination between central functions (review and development) and area and school functions (implementation and maintenance). A plan must be developed that permits implementation at a designated pace. Area and school plans need to be consistent with the middle school priorities for action and the system plan.

The First Step in the Process of Change

The first step in the process of change is to recognize the need for change. This is often the most difficult step, as it requires a willingness to confront reality and admit that things are not as they seem. Once this step is taken, the rest of the process becomes much easier.

There are many reasons why people resist change. Some are afraid of the unknown, while others are simply comfortable with the status quo. However, if the benefits of change are clearly outlined, many of these fears can be overcome. It is important to communicate the reasons for change and the potential benefits to all those affected.

Once the need for change is recognized, the next step is to develop a plan. This plan should outline the goals of the change, the steps to be taken, and the resources required. It is important to involve all those affected in the planning process, as this will help to build buy-in and ensure that the plan is realistic and achievable.

**We gratefully acknowledge and give thanks to those
who have worked so hard to plan for and produce this
document.**

Gillian Anchel
Orv Burlanyette
Elizabeth Campbell
Eileen Collins
Andy Cranbury
Larry Evans
Patricia Gillie
John Henry
Bruce Hosking
Jim Illman
Ray Irvine

Barb Jepson
Joanne McIntosh
Gwen Mowbray
Dave Plant
Jim Reid
Gail Rappolt
Marg Schneider
John Smith
Jim Stewart
Stew Thompson
Bruce Wallace
Ed Weins

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PLANNING FOR MIDDLE SCHOOL CONFERENCE

Volume #3
October 5, 1989

TO: TRUSTEES

Re: Staff Development for Middle School Teachers

Last November 4, Dr. Paul George spoke to all of our Middle School Staff about the need for change in the type of education we were offering to 11-14 year old students. This address was used by principals in planning their staff P.D. days throughout the spring of 1989.

We are very excited about the upcoming international conference in Toronto on Middle Level Education and Hamilton Middle School staffs are going to have a once in a lifetime opportunity to share in it.

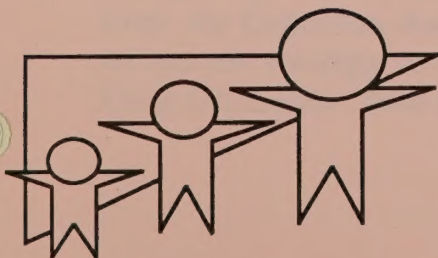
- On October 25 many conference attendees will be coming to Hamilton to visit our Middle Schools, meet our co-ordinators and see our curriculum documents.

We hope many of you will be able to be free on that date to join with us.

- On October 26 (P.D. day) our teachers, principals and support staff will be "having their day" at the conference.
- On October 27 (P. D. day), our principals and support staff will be working with teachers in their schools.
- Over the next 24 months they will be integrating what they've learned into their school plans.

Marg Schneider
Middle School Consultant

Gail Rappolt
Assistant Superintendent of Curriculum



MIDDLE SCHOOL MATTERS

OCTOBER 25-28, 1989

**SOARING
TO NEW
HEIGHTS**

TORONTO '89

**Middle Level Education
International**

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

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100 Main Street West
Hamilton, Ontario
1989 10 05

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The 1988 TASK FORCE on the use of illegal drugs in Ontario indicated that school boards will have to play a critical role in the fight against drug abuse. The BLACK REPORT supported the necessity for boards to be involved and broadened the general base of responsibility to include parents, families and community agencies such as the police. One of the major points made in Ken Black's report is that society requires a common front against drug abuse.

The purpose of this report is twofold:

- To provide an update on initiatives that are being surfaced at the Provincial and local levels, and
- To receive board approval to submit a proposal to "Develop A Primary Prevention Drug Abuse Staff In-Service Plan".

WHAT IS IN EFFECT PRESENTLY

Our board has long been aware that school age young people have been primary targets for those that promote the use of illegal drugs. Our schools have "Alcohol and Drug Use Guidelines For School Personnel" (Appendix I) and Administrative staff have established procedures for dealing with problems relating to drugs.

In the revised curriculum guidelines for Health and Physical Education, the Ministry of Education has made drug education mandatory for the first time. Education relative to tobacco will be prevalent in our curriculum from grades four through ten and education about alcohol and other drugs, such as cocaine, crack and marijuana, from grades seven through ten.

C.O.D.E.

Support for the Ministry's and local boards' initiatives surfaced in September 1989 from the Canadian Association of Chiefs of Police in the form of a national drug awareness strategy under the umbrella name C.O.D.E. - Canadian Offensive For Drug Education. (See Appendix II)

The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections, the first of which deals with the work done in the laboratory and the second with the work done in the field.

The second part of the report is devoted to a description of the results of the work done during the year. It is divided into two main sections, the first of which deals with the results of the work done in the laboratory and the second with the results of the work done in the field.

The third part of the report is devoted to a description of the conclusions drawn from the work done during the year. It is divided into two main sections, the first of which deals with the conclusions drawn from the work done in the laboratory and the second with the conclusions drawn from the work done in the field.

The fourth part of the report is devoted to a description of the suggestions for further work. It is divided into two main sections, the first of which deals with the suggestions for further work in the laboratory and the second with the suggestions for further work in the field.

The fifth part of the report is devoted to a description of the references. It is divided into two main sections, the first of which deals with the references in the laboratory and the second with the references in the field.

This proposed strategy has several key elements - videos, posters, speakers etc. The program is based on the philosophy that the war on illicit drugs needs "to be won in the classroom at the grade level" where the young formulate their attitudes and social mores which they follow throughout their teens into adulthood.

Currently we have a support screening team in place for C.O.D.E. and have viewed the videos, discussed with the police the overall strategies suggested and are intending to co-operate and implement the program through the Superintendent of Curriculum and Special & Educational Services office in a well controlled and co-ordinated manner.

WHAT IS SURFACING IN THE FUTURE

It would appear that the Ministry of Education will be requiring that all school boards develop and implement a Drug Education policy. It is our understanding that this policy will address such areas as:

- Drug education curriculum
- Counselling and intervention services, and
- Disciplinary procedures

In order to provide guidance relative to the contents of such a policy, a provincial advisory committee representing trustees, parents, teachers, law enforcement agencies, social service agencies and others has been established and will be responsible for determining policy guidelines for use by school Boards. The target date for the delivery of this report is scheduled for September 1989. No information has been forwarded to our Board as yet.

As soon as the aforementioned guidelines are made available, administration will structure a committee including trustee representation to prepare a policy on drug education which will be brought to the Board for approval and authorization to implement.

PROPOSAL TO DEVELOP A PRIMARY PRESENTATION DRUG ABUSE STAFF IN-SERVICE

In April 1989 the Minister of Education announced that financial assistance would be provided to school boards for teacher in-service training in drug education over a two year period beginning November 1989. School boards are required to submit an acceptable teacher in-service training plan to their Ministry of Education Regional Office on or before 1989 11 30 in order to qualify for this monetary support.

Appendix III is a copy of the Deputy Minister's memorandum which details all aspects of the requirements of boards and indicates, by formula, the general funding scheme.

The proposed changes to the... The proposed changes to the... The proposed changes to the...

It is the policy of the... It is the policy of the... It is the policy of the...

APPENDIX A - THE POLICY

It is the policy of the... It is the policy of the... It is the policy of the...

The following are the...

The following are the...

The following are the...

In order to provide... In order to provide... In order to provide...

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APPENDIX B - THE POLICY

In April 1990 the... In April 1990 the... In April 1990 the...

Appendix III is a copy of the... Appendix III is a copy of the... Appendix III is a copy of the...

Mr. Shewfelt and his staff have carefully reviewed the implications of the aforementioned formula and have determined that our board would receive

- approximately \$47,000 in 1989-1990, and
- approximately \$31,300 in 1990-1991

to assist in the implementation of a plan which will be designed to not only convey information but to also hopefully change attitudes and encourage positive behaviour in respect to drugs of all kinds.

A copy of our proposal is attached (**Appendix IV**) for your study and appropriate staff will be available at the Committee meeting for purposes of clarification and general discussion.

Following general discussion relative to our Board's proposal, we would ask the elected officials to support administration in our efforts to co-operate with the Ministry of Education, our local police force and other interested community agencies in developing a common front which hopefully will result in an effective, local anti-drug initiative.

Recommendation

- i) That this report be received for information.*
- ii) That the Board of Education for the City of Hamilton Approve the submission of the proposed "Developing A Primary Prevention Drug Abuse Staff In-Service Plan" to the Ontario Ministry of Education.*

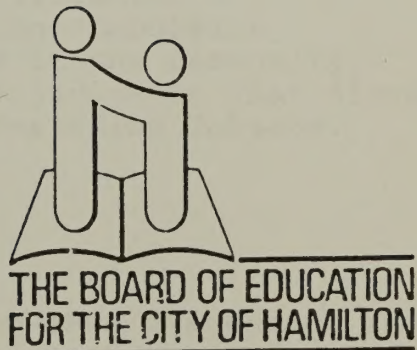
Prepared and
Submitted by:

P. S. Beveridge
Superintendent of Curriculum and
Special & Educational Services

Approved by:

K. A. Rielly
Director and Secretary of the Board

ALCOHOL AND DRUG USE
GUIDELINES FOR SCHOOL
PERSONNEL



STUDENT ADJUSTMENT SERVICES
BOARD OF EDUCATION FOR THE
CITY OF HAMILTON

RECEIVED BY THE BOARD OF

EDUCATION FOR THE

REASON



THE BOARD OF
EDUCATION

STATE OF NEW YORK
OFFICE OF THE
COMMISSIONER OF
EDUCATION

SCHOOL GUIDELINES: ALCOHOL & DRUG USE

The following outline is directed to school personnel (Principals, Vice-Principals, Guidance Counsellors, Teachers) who may be involved with students regarding concerns with Alcohol and Drug use at school.

The interviewer in each case, must always make a judgement to the severity of the use of that particular substance. The action that follows must:

- a) deal with the immediate welfare and needs of the user,
- b) serve the best interest and welfare of the school as a whole.

Most cases of alcohol and drug abuse should be dealt with by inhouse resources and staff: Teacher, Counsellor, School Nurse, Social Worker, etc. Diagnostic and Resource Team (D.A.R.T.) Meetings may also be used to review Drug and Alcohol concerns with specific students. Additional resources may also become involved; Psychological Services, Adjustment Counsellors and involved Community Resources.

Guidance offices should have on file information for students regarding Drugs and their Abuse. Addiction Research Foundation can make information available on request.

The Suspected or Identified Dealer (one who makes drugs available in school) should be confronted with possible consequences:

- ◆ Reality of the Law and Police Notification
- ◆ School consequences i.e. Suspensions/Expulsion
- ◆ Available Assistance at school or in the community.

N.B. Addiction Research Foundation also indicates that Alcohol and Drug use should include concerns regarding Tobacco.

STEPS

- 1) Principal informed
- 2) Parents (Guardians) phoned for interviews/discussion re concern.
- 3) Setting up further counselling sessions with Guidance Counsellor, School Nurse, Social Worker, Adjustment Counsellor as required.

CATEGORIES OF ASSISTANCE

I USER WANTS ASSISTANCE

- 1) Refer to Adjustment Counsellor
- 2) Home Visit Made
- 3) Appropriate Referral Made for Assessment and Treatment
- 4) Informed of possible Consequences for Possession or Selling while in school or outside of school i.e., suspensions/expulsion, court charges.

cont.....

Page 2
Guidelines

II USER REFUSES HELP OR IS A SUSPECTED USER

- 1) Initiate an interview with appropriate personnel at school, i.e. Guidance, Social Worker, Adjustment Counsellor.
- 2) User Informed of Possible Consequences for Possession or Selling while in or out of school. i.e. Suspension/Expulsion Court Charges.
- 3) Agreement made to Intensive Counselling Sessions to gain users confidence, awareness of health problems and resources that are available to that particular person in the community.
- 4) Information provided by way of brochures, pamphlets, current literature, etc. as available in Guidance Office, Library, Addiction Research Foundation.

III USER WANTS HELP BUT NO PARENT INVOLVEMENT

- 1) Interview Sessions Arranged with Appropriate Personnel.
- 2) Indication must be made that in certain situations involving the health and welfare of the student, parents or guardians may have to be informed.
- 3) Provide awareness of resources for self referral.
- 4) Initiate referral with student and or parent consent where ever possible.

IV USER UNDER THE INFLUENCE OF ALCOHOL OR DRUGS WHILE AT SCHOOL

- 1) Parents or Guardians called to remove student from school.
- 2) If Parents or Guardians unavailable student to be taken home directly or emergency service in any hospital, depending on the physical condition of the student. Student should not be sent out of school alone while in an intoxicated or affected state.
- 3) Further interviews arranged with appropriate personnel (Adjustment, Social Worker, Guidance Counsellor). Follow actions through I - III.

V STUDENT FOUND WITH DRUGS OR ALCOHOL IN HIS POSSESSION WHILE AT SCHOOL

- 1) Drugs or Alcohol should be removed from the student (including Tobacco):
 - a. Drugs should be turned over immediately to the Police.
 - b. Alcohol that is confiscated should be returned to parents immediately or to the student if 19 or over, at the end of the semester.
 - c. Tobacco that is removed from the student should be returned to the parent if the student is under 16, to the student at the end of the semester if the student is 16 or older.
- 2) Drug/Alcohol concerns may be dealt with under the Discipline Code involving parents and students using the removal of privileges, suspensions and or other consequences.
- 3) Where police are called to investigate Alcohol or Drug Possession or Dealing, where charges may be laid, students must become aware of their rights according to the Young Offenders Act (Operating Procedure SP-5 Police Interviewing Students).

100

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The second part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The third part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The fourth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The fifth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The sixth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The seventh part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The eighth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The ninth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The tenth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

OTHER REPORTING OBLIGATIONS AND AFFIRMATIVE DUTIES

(The Legal Rights, Powers and Observations of Educators,
Page 13, Addiction Research Foundation 1988)

School Authority should not create the impression that confidential student information will never be released. Aside from disclosure through court proceedings, Provincial Law imposes several statutory obligations on educators to report information to provincial officials. Moreover, in some limited circumstances, an educator may face civil liability for failure to report certain information.

The Education Act imposes several different reporting obligations on school officials. For example, Principals must report to the Board and Health Officials any suspicions about infectious or contagious diseases in the school. If a Principal suspends a student, the reasons for suspension must be reported to the Student, and the Student's Teachers, the Student's Parents or Guardians and to the Board and other School Officials. Finally the Regulations provide that a Principal must report any serious neglect of duty or infraction of a school rule to an adult student or to the student's parents if the student is a minor.

The Child and Family Services Act requires teachers and principals to report any case of suspected Child Abuse. The term Abuse is broadly defined and their reporting obligation includes Abuse that has occurred in the past. Furthermore this reporting obligation takes precedence over any conflicting provisions of other Provincial Statutes. Consequently, despite the confidentiality and secrecy obligations of the Education Act, school officials must report any Suspected Cases of Child Abuse to the appropriate children's Aid Society. Failure to do so constitutes a Provincial Offence. Traditionally, the law did not require an individual to control the conduct of another in order to protect that individual or others who may be foreseeable endangered. In other words, the Law did not make you your "Brother's Keeper". Nevertheless, the Courts have recognized an increasing number of special relationships in which one party will be held civilly liable for the conduct of another. It is well established that such a special relationship exists between school officials and students.

cont....

OTHER MATTERS OF THE 19TH CENTURY

THE 19TH CENTURY WAS A PERIOD OF GREAT CHANGE AND DEVELOPMENT IN THE HISTORY OF THE WORLD. IT WAS A TIME OF SCIENTIFIC DISCOVERY, INDUSTRIAL REVOLUTION, AND SOCIAL PROGRESS.

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Page 2

Other Report Obligations and Affirmative Duties

Several challenging issues arise in applying these principles to Alcohol and Drug Related Situations. First, a civil action may be brought against the teacher for negligently allowing an intoxicated student to participate in activities that pose a foreseeable risk of injury. This claim would likely succeed if the teacher had been negligent in failing to recognize that the student was impaired. Second, a teacher may be sued for turning away or ejecting an intoxicated student who subsequently causes a car accident or other mishap. The Court would likely take into account factors such as whether the student was visibly intoxicated, whether the student was known to be irresponsible, whether the teacher should have realized that the student was driving, and whether the teacher took responsible steps to protect the student. Finally a teacher may become aware that a student's Alcohol or Drug problem poses a serious threat. If the student is in serious danger, the matter may have to be reported to the appropriate Children's Aid Society, even if the teacher had obtained the information in confidence. If the student is sixteen years of age or older, this reporting obligation of the Child and Family Services Act would not apply. The teacher is faced with a difficult choice in this situation. In order to protect the student, the teacher may have to breach his or her promise of confidentiality and the Confidentiality Provisions of the Education Act. Although it is a possibility, it is most unlikely that a teacher would be sued civilly or prosecuted for breaching a student's confidence in making an honest and reasonable attempt to protect him or her from an immediate threat. If, in the alternative, the teacher complies with the Education Act and honors his or her confidentiality obligations and the student is injured, the teacher may be sued civilly for failing to protect the student. Although there have been several successful suits against American Health Care Professionals for failing to act on these types of circumstances, there have been no comparable suits in Canada. While there is no clear legal answer, it is probably best to intervene and err on the side of student safety. (Robert Solomon, Academic Lawyer, University of Western Ontario)

THE HISTORY OF THE
REPUBLIC OF THE UNITED STATES

The history of the Republic of the United States is a story of growth and development. It begins with the first settlers who came to the continent in search of a better life. They found a land of vast resources and a people who were determined to build a new society. The early years were marked by struggle and hardship, but the spirit of the people was unyielding. They fought for their rights and their freedom, and in the end, they won. The Republic was born, and it has since grown into a great nation. Its people have made many contributions to the world, and its government has been a model for other nations. The history of the Republic is a testament to the power of the human spirit and the ability of a people to build a better future for themselves.

GUIDELINES RE SOLVENT ABUSE

Obviously each case is different and should be "explored" carefully. The steps listed below should be taken as the need occurs. It would appear that at this point the counsellor who is aware of a client who is glue sniffing should attempt to become involved as much as possible.

Steps:

1. Explaining the gravity of the situation to the student is a necessity even though they may claim they have heard it before.
2. Confronting the parents - the parents must become aware that there is reason to believe that there is a problem concerning "glue sniffing". The parents should be told that they have the responsibility to look into this situation further, i.e., checking it out with the family doctor. The principal or vice-principal should also be aware that there is this particular problem with which the counsellor is dealing.
3. When dealing with parents - the urgency for a physical with their family doctor should be encouraged clearly stating the reasons for concern. Perhaps parental consent should be requested for the counsellor to discuss this particular problem with the family doctor (consent form may be used).
4. Possible mental health referrals by Adjustment Services or family doctor may be necessary.
5. With continual involvement it should become an open case with Adjustment Services. However, in some situations appropriate personnel from the school can maintain a good rapport with the client, i.e., Guidance Counsellor, Social Worker, Teacher.
6. There should be on-going contact with the home to ensure that there is some follow-up and the availability of a consulting service.
7. All agencies should be checked out through Adjustment Services that might have had previous involvement concerning the glue sniffing problem or other problems, i.e. C.A.S., Mental Health Clinic, Police Occurrences, etc.
8. Where assistance is refused or not followed through by parents, and or student, Adjustment Counsellor may make a referral to (C)C.A.S. indicating "a high risk" student.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the Americas in search of a new life. They found a land of opportunity, but also one of hardship. The early years were marked by struggle and sacrifice, but the spirit of the pioneers was unyielding. They built a nation from scratch, one that would stand as a beacon of freedom and democracy for all.

The story of the United States is a story of the people. It is the story of the men and women who have shaped the nation, from the first settlers to the present day. Each generation has its own challenges and its own dreams. But the thread that runs through it all is the same: the pursuit of a better life. The United States has always been a land of hope, a place where the impossible has often been achieved. And it is the people who have made it all possible.

The history of the United States is a story of progress. It is the story of the inventions that have changed the way we live, the discoveries that have expanded our knowledge of the world. It is the story of the triumphs of the human spirit, the moments when we have overcome our fears and our doubts. The United States has always been a land of innovation, a place where the future has often been born. And it is the people who have made it all possible.

The history of the United States is a story of unity. It is the story of the people who have come from all over the world, bringing with them their own cultures and traditions. They have found a home in this land, and they have built a nation that is greater than any one of them could have been on their own. The United States has always been a land of diversity, a place where many different people have found a common purpose.

The history of the United States is a story of resilience. It is the story of the people who have faced the most difficult challenges and have come out stronger on the other side. It is the story of the times when the nation has been divided, but the people have found a way to heal the wounds and move forward. The United States has always been a land of courage, a place where the people have always stood up for what they believe in.

The history of the United States is a story of hope. It is the story of the people who have always looked towards the future with optimism and faith. They have believed that a better life was possible, and they have worked hard to make it so. The United States has always been a land of dreams, a place where the impossible has often been achieved. And it is the people who have made it all possible.

The history of the United States is a story of the American dream. It is the story of the people who have always believed that they can make it, that they can achieve the life that they deserve. They have worked hard and sacrificed everything, but they have never given up. The United States has always been a land of opportunity, a place where the American dream has often been realized. And it is the people who have made it all possible.

The history of the United States is a story of the American spirit. It is the story of the people who have always been free, who have always been able to express their thoughts and feelings. They have built a nation that is a testament to the power of freedom. The United States has always been a land of liberty, a place where the American spirit has always been free to roam. And it is the people who have made it all possible.

ADDICTION SERVICES
FOR
HAMILTON AREA

AGENCY NAME: ALCOHOL AND DRUG ASSESSMENT SERVICES

ADDRESS: The Regional Municipality of Hamilton-Wentworth,
Department of Health Services,
74 Hughson Street South,
Hamilton, Ontario. L8N 2A8

DIRECTOR: Grant Corbett, M.A.

AREA SERVED: Regional Municipality of Hamilton-Wentworth

DESCRIPTION: The service is an alcohol and drug assessment,
referral and case management program under the
Department of Health Services. The overall goal
is to improve the quality of care to persons with
addictions problems in Hamilton-Wentworth.

SUBSTANCES: Alcohol and other drugs.

CLIENT TYPES: Males and females who are voluntary clients.

INTAKE POLICY: Open to persons not intoxicated for the interview.
Referrals accepted from any source, including self
referrals.

SERVICES: The service provides a thorough, standardized
assessment, referrals to treatment programs and
community agencies, and continuing follow-up and
case management for persons who are concerned
about their alcohol and drug use and the related
problems that accompany abuse. General
information and consultation available to any
professional or individual.

REFERENCE CONTACT: Staff

TELEPHONE NUMBER: (416) 521-4811

NORMAL BUSINESS HOURS: 9 a.m. to 4:30 p.m. Monday to Friday



AGENCY: AY/ALTERNATIVES FOR YOUTH

ADDRESS: 126 James Street South,
Hamilton, Ontario, L8P 2Z4

DIRECTOR: Christopher D. Martin

AREA SERVED: Hamilton-Wentworth, Burlington

DESCRIPTION: A private counselling service for young people
focusing primarily on alcohol and/or drug
problems,
and an open custody and open detention residence
for male young offenders called Clark House.
Based on the community, AY uses mainly individual
counselling in a reality-based approach. As
required, services work in conjunction with
existing area inpatient programs, as well as other
community resources.

SUBSTANCES: Alcohol and other drugs.

CLIENT TYPES: Males and females 13 to 25 years of age.

INTAKE POLICY: Referral from other services, family or self,
followed by intake interview and assessment. No
self or community referrals to Clark House.

WAITING PERIOD: None

SERVICES: Individual, family and group counselling; client
advocacy and referral; leisure activity programs;
assistance and referral for job, school and
housing needs of clients; assistance with
reintegration of the young offender; public
education and information regarding alcohol and
drug use and abuse.

TELEPHONE NO. (416) 527-4469 or 527-4439

NORMAL BUSINESS HOURS: 9 A.M. TO 4:30 P.M. Monday to Friday
Wednesday evenings to 9 p.m.

1. The first part of the report
describes the general situation
of the country and the
state of the economy.
It also mentions the
main problems of the
country and the
state of the economy.
The second part of the
report describes the
main problems of the
country and the
state of the economy.
The third part of the
report describes the
main problems of the
country and the
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country and the state of the economy.
The fifth part of the report
describes the main problems of the
country and the state of the economy.

OTHER RESOURCES

Addiction Research Foundation,
Hamilton Centre
20 Hughson Street South
Suite 508
Hamilton, Ontario
L8N 2A1
(416) 525-1250

MENTAL HEALTH SERVICES

Chedoke Child and Family Centre
Chedoke McMaster Hospitals
Chedoke Division,
Sanatorium Road
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5
(416) 521-7950

Chedoke-McMaster Hospitals
McMaster Division,
Outpatient and Community Psychiatric
Services
1200 Main Street West
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5
(416) 521-5018

Chedoke-McMaster Hospitals
McMaster Division,
Department of Psychiatry (Inpatient)
1200 Main Street West
Box 2000, Station A
Hamilton, Ontario
L8N 3Z5
(416) 521-2100, ext 6430

East Regional Mental Health Services
615 Britannia Avenue
Hamilton, Ontario
L8H 2A5
(416) 5451-1161

Hamilton General Hospital
Social Work Department
237 Barton Street East
Hamilton, Ontario
L8L 2X2
(416) 527-0271 Ext. 4313

Hamilton Psychiatric Hospital,
P.O. Box 585
Hamilton, Ontario
L8N 3K7
(416) 388-2511

St. Joseph's Hospital
Community Psychiatric Services
Fontbonne Building
301 James Street south, 3rd Fl.
Hamilton, Ontario
L8P 3B6
(416) 521-6040

St. Joseph's Hospital
Dept. of Psychiatry (Inpatient)
50 Charlton Ave., East
Hamilton, Ontario
L8N 1Y4
(416) 522-4941 ext. 603

St. Joseph's Hospital
Dept. of Social Work
50 Charlton Ave., East
Hamilton, Ontario
L8N 1Y4
(416) 522-4941, ext. 3101
3105

St. Joseph's Hospital
Psychiatric Day Car Prog.
43 Charlton Ave., East
Hamilton, Ontario
L8N 1Y3
(416) 521-6001

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607

RESEARCH REPORT

RESEARCH REPORT
NO. 100
JANUARY 1968
BY
J. H. HARRIS
AND
J. H. HARRIS

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NO. 100
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J. H. HARRIS
AND
J. H. HARRIS

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AND
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RESEARCH REPORT
NO. 100
JANUARY 1968
BY
J. H. HARRIS
AND
J. H. HARRIS

SOCIAL SERVICES

Catholic Family Services of
Hamilton-Wentworth
82 Stinson Street
Hamilton, Ontario
L8N 1S2
(416) 527-3823

Regional Municipality of
Hamilton-Wentworth
Department of Health Services
Child and Adolescent Centre,
477 Dunsmure Road
Hamilton, Ontario
L8H 1G7
(416) 521-4810

Ministry of Community and Social
Services
Vocational Rehabilitation
119 King Street West
6th floor
Hamilton, Ontario
L8N 3V9
(416) 521-7280

Regional Municipality of
Hamilton-Wentworth
Department of Health Services
25 Main Street West, Suite 400
Hamilton, Ontario
L8N 1H1
(416) 528-1441

Hamilton Regional Indian Centre
1950 Barton St. East
Hamilton, Ontario
L8H 2Y6
(416) 547-1870

"COHR" Family Services (Private)
2289 Fairview Street, Unit 208
Burlington, Ontario
L7R 2E3
(416) 637-9000

Catholic Children's Aid Society
499 King Street East, 2nd Floor
Hamilton, Ontario
L8N 1E1
(416) 525-2012

Children's Aid Society
P.O. Box 1107, Station A
143 Wentworth Street South
Hamilton, Ontario
L8N 2Z1
(416) 522-1121

Family Services of Hamilton-Wentworth
Inc.
350 King Street East, Suite 201
Hamilton, Ontario
L8N 3Y3
(416) 523-5640
527-2002

Regional Municipality of Hamilton
-Wentworth
Social Services Department
199 King Street West
P.O. Box 910
Hamilton, Ontario
L8N 3V9
(416) 526-4333

Jewish Social Services
57 Delaware Avenue
Hamilton, Ontario
L8M 1T6
(416) 528-8577

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial system and for providing a clear audit trail.

2. The second part of the document outlines the procedures for handling incoming payments. It details the steps from receipt of the payment to its recording in the system, including the use of specific forms and the assignment of responsibilities.

3. The third part of the document describes the process for issuing invoices. It covers the preparation of the invoice, the review process, and the final approval and distribution of the document to the customer.

4. The fourth part of the document discusses the methods for reconciling accounts. It explains how to compare the internal records with the bank statements to identify any discrepancies and to resolve them promptly.

5. The fifth part of the document provides information on the reporting requirements. It details the types of reports that must be generated, the frequency of reporting, and the format in which the information should be presented.

6. The final part of the document contains concluding remarks and a list of references. It emphasizes the importance of continuous improvement and provides resources for further information.

CRIMINAL/JUSTICE SERVICES

Elizabeth Fry Society
627 Main Street East
Hamilton, Ontario
L8M 1J5
(416) 527-3097

Correctional Services of Canada -
Parole,
150 Main Street West, Suite 411
Hamilton, Ontario
L8P 1H8
(416) 572-2695
523-2595 (after house)
527-2695 (ask for Duty Officer)

Ontario Ministry of Correctional
Services,
Adult Probation and Parole
Hamilton East
1945 King Street West
Hamilton, Ontario
L8K 1W2
(416) 549-9977

Ontario Ministry of Correctional
Adult Probation and Parole,
Hamilton Mountain
1030 Upper James
Hamilton, Ontario
L9C 6X6
(416) 387-5453

Ministry of Community and Social
Services,
Juvenile Probation and After Care
Hamilton Centre
499 King St. East, 2nd Floor,
Hamilton, Ontario
L8N 1E1
(416) 525-0072

John Howard Society
124 James Street South, 1st Floor
Hamilton, Ontario
L8P 2Z4
(416) 523-7460

Ontario Ministry of Correctional
Services
Adult Probation and Parole,
119 King Street West
1st Floor, Suite 104
P.O. Box 2112
Hamilton, Ontario
L8N 3Z9
(416) 521-7527

St. Leonard's House - Hamilton,
24 Emerald Street south
Hamilton, Ontario
L8N 2V2
(416) 529-8494

SELF HELP GROUPS

Alanon and Alateen Family Groups,
(Hamilton Office)
P.O. Box 3711, Station C
Hamilton, Ontario
L8H 7N1
(416) 522-1733

Alcoholics Anonymous,
(Hamilton Office),
67 Queen Street South
Hamilton, Ontario
L8P 3R6
(416) 522-8392

Alcoholics Anonymous Reality
for Dual Addictions
Meets Wednesday Evenings 8 p.m.
St. Michael's Anglican Church
1188 Fennell Ave. East
Hamilton, Ontario

Children of Alcoholics,
Contact Anita Cupido
Alcoholism Treatment and
Education Centre
(416) 521-2100 Ext. 7010

Adult Children of Alcoholics,
Alanon Group,
Meets: Tuesday Evenings 8 p.m.
Westdale United Church
99 North Oval
Hamilton, Ontario
(416) 528-4215

NARCOTICS ANONYMOUS

Hot Line - (416) 685-0075,
St. Catharines

Meetings:

"Clean and Free" Group
Sunday Evenings at 7:30 p.m.
Grace Anglican Church
1401 King Street East
Hamilton, Ontario
(between Gage & Ottawa,
just past the Delta)

Thursday Evenings
7:30 p.m.
Bold Park Lodge
69 Bold Street
Hamilton, Ontario
(416) 528-1504



HOSTELS - MEN

Good Shepherd Men's Centre
135 Mary Street
P. O. Box 1003
Hamilton, Ontario
L8N 3R1
(416) 528-9109
528-1675

Mission Services of Hamilton,
Men's Residence and Men's Service
Division
325 James Street North
Box 368 M.P.O.
Hamilton, Ontario
L8N 3C8
(416) 528-7635 or 528-2327

Salvation Army,
Men's Social Services Department
94 York Boulevard
Hamilton, Ontario
L8N 2V2
(416) 527-2755

HOSTELS - WOMEN

Good Shepherd Women's Centre
(Martha House),
20 Emerald Street South
Hamilton, Ontario
L8N 2V2
(416) 523-8895

Inasmuch House
126 Emerald Street south
P.O. Box 368
Hamilton, Ontario
L8N 3C8
(416) 529-8149
529-8600 (Abuse Line)

Hope Haven Homes
Family Rehabilitation Centre
984 Montclair Avenue
Hamilton, Ontario
L8M 2E6
(416) 547-1815

Next Door
128 Emerald Street South
P.O. Box 368
Hamilton, Ontario
L8N 2V5
(416) 529-8149

St. Simeon House
278 Robert Street
Hamilton, Ontario
L8L 2R4
(416) 522-0405

Interval House
1760 King Street East
Hamilton, Ontario
L8K 1V7
(416) 547-8485 (Administration)
547-8484 (Crisis)

1. The first part of the report
describes the general situation
of the country and the
state of the economy.
It also mentions the
main problems which
the government is facing
at the present time.

2. The second part of the report
deals with the results of the
survey conducted in the
different regions of the country.
It shows that there are
significant differences
in the economic situation
between the various regions.

3. The third part of the report
contains the conclusions
drawn from the survey.
It points out that the
economy is still in a
state of stagnation and
that the government must
take effective measures
to stimulate growth.

4. The fourth part of the report
deals with the recommendations
made by the committee.
It suggests that the
government should
increase its expenditure
on infrastructure
and social services
in order to improve
the living standards
of the population.

5. The fifth part of the report
contains the annexes
which provide further
details on the survey
results and the
recommendations.
These include maps
of the different regions
and tables showing
the statistical data.

6. The sixth part of the report
deals with the conclusions
drawn from the survey.
It points out that the
economy is still in a
state of stagnation and
that the government must
take effective measures
to stimulate growth.
It also mentions the
main problems which
the government is facing
at the present time.

7. The seventh part of the report
deals with the recommendations
made by the committee.
It suggests that the
government should
increase its expenditure
on infrastructure
and social services
in order to improve
the living standards
of the population.
It also mentions the
main problems which
the government is facing
at the present time.

COMPONENTS
OF
THE NATIONAL
DRUG AWARENESS STRATEGY

CANADIAN ASSOCIATION OF CHIEFS OF POLICE

SEPTEMBER 12, 1989



COMPONENTS
OF
THE NATIONAL DRUG AWARENESS STRATEGY

September 12, 1989 is the launch date for The Canadian Association of Chiefs of Police National Drug Awareness Strategy Program. It is a multi-faceted educational approach with several key elements. The program is based on the philosophy that the war on illicit drugs needs to be won in the classroom at the grade level where the young formulate their goals, objectives and social mores which they follow through their teens and into adulthood.

Although it is recognized that learning and modifying behaviour patterns is an on-going process throughout life, experts agree that the ages 10 to 12, basically grades 5 and 6, are the most crucial in this process.

The program, which is under the umbrella name of "C.O.D.E.", Canadian Offensive for Drug Education and "O.S.A." in French, Offensive Sensibilisation Anti-Drogue, is made up of the following components:

1. A fourteen minute video entitled "Choose" to be shown and left in every Canadian school (15,000). Written and produced under guidelines established by a special content committee and funded by the Solicitor General of Canada, "Choose" examines illegal substances that young Canadians will all come across in their early years. The format is a fantasy, whereby a teenage boy and girl mysteriously become integrated with an electronic game called Life.

The show is divided into three segments covering cigarettes, alcohol, drugs and inhalants. It is factual, scientific and shot in a "state of the art" technique.

The content covers not only the substances, but options on how children can handle different situations with which they are faced.

"Choose" comes with a teaching kit prepared by educational experts and a poster which will introduce the program and remain after to reinforce it and provide additional discussion. The entire program is available in both French and English.

CONCLUSIONS

10

THE EFFECT OF TEMPERATURE ON THE RATE OF REACTION

It was found that the rate of reaction increased with increasing temperature. The data obtained from the experiment are shown in the following table:

Temperature (°C)	Rate of Reaction (mol/l.s)
20	0.0012
30	0.0025
40	0.0050
50	0.0100

The results of the experiment show that the rate of reaction is directly proportional to the temperature. This is in agreement with the Arrhenius equation:

The Arrhenius equation is given by: $k = Ae^{-E_a/RT}$ where k is the rate constant, A is the pre-exponential factor, E_a is the activation energy, R is the gas constant, and T is the absolute temperature.

A plot of $\ln k$ against $1/T$ should give a straight line with a gradient of $-E_a/R$. The data obtained from the experiment are shown in the following table:

$1/T$ (K ⁻¹)	$\ln k$
0.00333	-6.73
0.00333	-6.29
0.00333	-5.85
0.00333	-5.41

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Page 3

The conference produced a content and steering committee and allowed The Canadian Association of Chiefs of Police to begin directing its energies on a final product that would provide the materials necessary to assist uniformed Police officers in presenting an anti-drug message to the target audience, 10 to 12 year old children, and secondary targets 6 to 10 and 13 to 15.

In February, Peter Pocklington announced his involvement as the first National Fund raising Chairman with a target to raise \$14 million over ten years. Sponsors have come on board; The Toronto Real Estate Board, Canadian Pacific Limited, Molson Breweries Canada Ltd., ITT Canada Limited, The Solicitor General for the Province of Ontario, Rogers Broadcasting Ltd., E.B. Eddy, Delta Graphics and Canada Post are just a few. To-date, pledges bring us well over the \$1 million mark. It is hoped that because of the impact of this first step many more sponsors will come on board.

The television commercials aimed at promoting the program have been designed by Shoppers Drug Mart who will not only fund the commercial but also will buy the air time to show it.

The teaching kits to accompany each film have been sponsored by Canadian Pacific Ltd. A poster created by Canadian artist Rob Vanderhorst, with the support of ITT Canada Ltd., is also part of the package. Where possible, we are approaching corporate sponsors to adopt high profile aspects of the program.

The Solicitor General of Canada, the Honourable Pierre Blais, introduces the entire program to the membership of chiefs and press on Tuesday, September 12th, 2:00 p.m., Hamilton, in conjunction with all of our corporate supporters.

Coinciding with this announcement, an introduction video about ten minutes in length has been produced which will present the "C.O.D.E." Program to every school Principal and their staff across Canada.

Every Police Force in the country will be provided with enough video tapes to enable school safety officers or officers from the unit responsible for school liaison to present one package of videos in the desired format to every school in their jurisdiction.

Cont'd .../4

The committee decided to accept the proposed amendments and referred the bill to the Finance Committee. The Finance Committee reported that the bill was in order and recommended its passage. The bill was then passed by the House of Representatives and sent to the Senate. The Senate also passed the bill and it was signed into law by the President.

The bill was then sent to the President for his signature. The President signed the bill and it became law. The bill was then published in the Federal Register. The bill was then sent to the President for his signature. The President signed the bill and it became law. The bill was then published in the Federal Register.

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The introduction plan calls for the officers, armed with a letter from their Police Chief or Commanding Officer and the above noted video, to visit each school and present the video and letter to the principal requesting that it be shown to all staff members. The video will do the following:

1. Outline the program
2. Show what materials are provided.
3. Outline the role of the Police Officer as presenter.
4. Suggest the role of the school.
5. Suggest other resource possibilities.

In general, the video will allow the school to be prepared for the officers visit with the students, and it removes the responsibility from the Police Officer and places it on the school to ensure every student is exposed to the program. It also clearly points out that the Police Officer is *not* a teacher but an active member of the community, with national connections and a mandate to be involved with crime prevention. The Police officer's access to information makes him intricate to the team effort needed to accomplish the task.



Deputy Minister
Le ministre

Ministry
of
Education
Ministère
de
l'Éducation

(416) 965-2605

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

447 2-086

MEMORANDUM TO: Directors of Education

FROM: Bernard J. Shapiro
Deputy Minister

DATE: April 28, 1989

SUBJECT: Provision of Financial Assistance
to School Boards for Teacher
In-service Training in Drug Education

The Honourable Chris Ward, Minister of Education, has announced that financial assistance will be provided to school boards for teacher in-service training in drug education over a two-year period beginning in November 1989. School boards are required to submit an acceptable teacher in-service training plan to their Ministry of Education regional office on or before November 30, 1989, to qualify for this support.

I am enclosing a copy of the guide "Provision of Financial Assistance to School Boards for Teacher In-service Training in Drug Education". This document sets out in detail the ministry's expectations for school board plans. In addition, each Ministry of Education regional office is arranging special planning seminars to help school boards in the region construct their in-service training plans. Further information about the seminars will be available in the near future from the regional office.

Yours sincerely,

Bernard J. Shapiro
Bernard J. Shapiro
Deputy Minister

PROVISION OF FINANCIAL ASSISTANCE
TO SCHOOL BOARDS FOR TEACHER IN-SERVICE
TRAINING IN DRUG EDUCATION

Introduction

Beginning in 1989, funds will be provided over a two-year period to assist school boards in developing and implementing teacher in-service training plans in drug education. These plans are intended to provide teachers with opportunities to learn how to deal with drug-related issues.

The Ministry of Education is committed to providing Ontario students with opportunities to become aware of and to develop habits that promote a healthy lifestyle. The in-service training plans developed by school boards are expected to reflect this aim and should be designed to involve all teachers in helping students learn to say no to drugs.

Funding Scheme

In the first year, school boards will be provided with at least the following amounts:

- \$15 000 to those school boards with only elementary schools;
- \$20 000 to those school boards with both elementary and secondary schools (\$10 000 per panel). The additional sum of \$5000 is allocated so that the broader range of teacher training needs can be accommodated.

In addition to these funds, school boards with 500 or more teachers will receive further funding in the first year as follows:

- \$15 per teacher to school boards that have from 500 to 1500 full-time teacher equivalents;
- \$10 per teacher to school boards that have full-time teacher equivalents in excess of 1500.

In the second year, the financial assistance will amount to approximately two-thirds of the total funds allocated to a school board in the first year.

The total amount a school board may receive in the first year will not exceed \$125,000 per panel and in the second year, 2/3 of \$125,000 per panel.

THE HISTORY OF THE CITY OF BOSTON FROM 1630 TO 1800

1630

1630-1639

The first settlement of Boston was made in 1630 by a group of Puritan settlers from England. They were led by John Winthrop, who gave the settlement the name of Boston. The settlers were looking for a place where they could practice their religion freely and build a new society based on their principles.

The settlers found a place that was fertile and had a good harbor. They built a town and a fort. The town was called Boston and the fort was called the Castle. The settlers were very hardworking and they built a great city. They were also very religious and they built many churches.

1640-1649

In 1640, the settlers of Boston were joined by a group of settlers from the Massachusetts Bay Colony. This group was led by John Winthrop's son, John Winthrop Jr. The two groups of settlers worked together to build a larger and more powerful city. They built more churches and schools. They also built a strong navy and a powerful army.

The city of Boston grew very fast. By 1650, it was one of the largest cities in the world. The settlers were very proud of their city and they loved to live there.

The city of Boston was a very important place. It was the center of the Puritan movement in America. It was also a place where many important events took place.

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FUNDING MODEL

Full-time Teacher Equivalents	Minimum Allocation	Per Teacher		Total	
		\$15 Allocation	\$10 Allocation	89-90	90-91*
300	\$20 000	no	no	\$20 000	\$13 350
650	\$20 000	\$ 2 250	no	\$22 250	
1200	\$20 000	\$10 500	no	\$30 500	
1600	\$20 000	\$15 000	\$ 1 000	\$36 000	
2500	\$20 000	\$15 000	\$10 000	\$45 000	
3500	\$20 000	\$15 000	\$20 000	\$55 000	

*1990-91 funds represent two-thirds of the 1989-90 funds.

The provision of the minimum funding listed above ensures that all school boards have an opportunity to develop or to expand the scope of a teacher in-service training plan in drug education, regardless of the number of full-time teacher equivalents they employ.

Minority Language Sections In School Boards

Funds will be allocated to French and English language sections in a school board in proportion to the number of full-time teacher equivalents in each section. If the amount for the minority language section is less than \$3000, the Ministry of Education will make additional funds available to the school board up to \$3000.

The School Board In-service Plan

School boards must outline their teacher in-service training plan using the format set out in this document.

In constructing their in-service training plan, school boards should take the following points into consideration:

1. The in-service training plan must span a two-year period, accommodate the needs of the full range of teachers in the school board, and focus on helping students develop the skills they need to make healthy choices.
2. The plan must set new directions for teacher in-service training in drug education within a school board. It may be an entirely new plan or it may expand the scope of an existing plan. Funding will not be provided simply for maintaining an existing plan.
3. The activities section of the plan should show how school boards intend to take advantage of local resources, where available. School boards are encouraged to use community resources and to share resources with other boards.
4. The plan should include opportunities for all teachers and administrators to learn and to put into practice instructional strategies, as well as coaching and counselling methods, and to become familiar with the kinds of disciplinary action that are appropriate for dealing with drug-related problems.
5. Where a board operates both English- and French-language schools, the plan must address the needs of both linguistic groups. The sections may decide to submit two plans.

School boards are encouraged to participate in a regional planning seminar that will focus on helping school boards identify factors that should be considered in constructing a teacher in-service training plan in drug education. The seminar will also provide planners with opportunities to pool resources with other school boards and to explore possible program directions.

School boards must submit three copies of their teacher in-service training plan to the appropriate regional office of the Ministry of Education. Plans must be received by November 30, 1989, in order to be considered for full funding in the 1989-90 and 1990-91 school years.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change, from the first settlers to the present day.

The early years of the United States were marked by exploration and discovery, as the first settlers sought new lands and resources.

The American Revolution was a turning point in the nation's history, as the colonies fought for independence from British rule.

The years following the Revolution were a time of rapid growth and development, as the new nation expanded its territory and population.

The Civil War was a period of great conflict and sacrifice, as the nation fought to resolve the issue of slavery.

The Reconstruction era was a time of rebuilding and reform, as the nation sought to heal the wounds of the Civil War.

The late 19th century was a period of rapid industrialization and growth, as the United States emerged as a major world power.

The early 20th century was a time of great change and progress, as the United States entered the modern era.

The mid-20th century was a period of great conflict and uncertainty, as the United States fought the Korean and Vietnam Wars.

The late 20th century was a time of great change and progress, as the United States entered the 21st century.

The 21st century is a time of great change and progress, as the United States continues to grow and develop.

The future of the United States is bright and full of promise, as the nation continues to move forward.

The history of the United States is a story of hope and achievement, and it is a story that continues to inspire and motivate us today.

The United States is a land of opportunity and freedom, and it is a land that has the potential to make a positive impact on the world.

The United States is a land of great diversity and richness, and it is a land that has the potential to be a model for the rest of the world.

The United States is a land of great strength and resilience, and it is a land that has the potential to overcome any challenge.

Payment Schedule

Following approval of the plan, school boards will receive the full amount of allocated funds for 1989-90 within six to eight weeks. In 1990-91, school boards will receive the full amount of allocated funds, after the ministry has received the recommendation of the appropriate regional office.

Monitoring of the Plan

The Ministry of Education will monitor the objectives set out by school boards in their approved plan outline, using the training plan as a checklist and guide. The ministry may withhold funds in the second year, if the school board is shown not to have met its objectives in the first year. School boards will be expected to submit a progress report to their respective regional office on each year's activities.

Auditing Process

All funds received will be subject to audit by the provincial auditor and the Ministry of Education. School boards must have appropriate financial and management controls in place. Regional offices may conduct spot checks.

Further Information

For further information, please write to or call the appropriate regional office of the Ministry of Education:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
Willowdale, Ontario
M2J 1W4
(416) 491-0330

Northeastern Ontario Region
447 McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7
(705) 474-7210

Eastern Ontario Region
1580 Merivale Road
Nepean, Ontario
K2G 4B5
(613) 225-9210

Northwestern Ontario Region
435 James Street South
Thunder Bay, Ontario
P7C 5G6
(807) 475-1571

Midnorthern Ontario Region
199 Larch Street
Sudbury, Ontario
P3E 5P9
(705) 675-4436

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6
(519) 472-1440

1944-1945

The first part of the year was spent in the hospital, where I was treated for my wounds. I was then sent to a convalescent home, where I stayed for several months. During this time, I was able to recover from my injuries and return to my duties.

1946-1947

In 1946, I was assigned to a new unit, where I continued my service. I was involved in various operations and missions, and I was able to gain valuable experience. In 1947, I was promoted to a higher rank, and I was given more responsibilities.

1948-1949

In 1948, I was assigned to a new unit, where I continued my service. I was involved in various operations and missions, and I was able to gain valuable experience. In 1949, I was promoted to a higher rank, and I was given more responsibilities.

1950-1951

In 1950, I was assigned to a new unit, where I continued my service. I was involved in various operations and missions, and I was able to gain valuable experience. In 1951, I was promoted to a higher rank, and I was given more responsibilities. I was also involved in the development of new equipment and procedures.

1952-1953

In 1952, I was assigned to a new unit, where I continued my service. I was involved in various operations and missions, and I was able to gain valuable experience. In 1953, I was promoted to a higher rank, and I was given more responsibilities.

1954-1955

In 1954, I was assigned to a new unit, where I continued my service. I was involved in various operations and missions, and I was able to gain valuable experience. In 1955, I was promoted to a higher rank, and I was given more responsibilities.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

**DEVELOPING A PRIMARY PREVENTION
DRUG ABUSE STAFF IN-SERVICE PLAN**

September 11, 1989

Criteria Set By Ministry of Education - Letter from Dr. Shapiro, Apr. 28/89

In constructing their in-service training plan, school boards should take the following points into consideration:

1. The in-service training plan must span a two-year period, accommodate the needs of the full range of teachers in the school board, and focus on helping students develop the skills they need to make healthy choices.
2. The plan must set new directions for teacher in-service training in drug education within a school board. It may be an entirely new plan or it may expand the scope of an existing plan. Funding will not be provided simply for maintaining an existing plan.
3. The activities section of the plan should show how school boards intend to take advantage of local resources, where available. School boards are encouraged to use community resources and to share resources with other boards.
4. The plan should include opportunities for all teachers and administrators to learn and to put into practice instructional strategies, as well as coaching and counselling methods, and to become familiar with the kinds of disciplinary action that are appropriate for dealing with drug-related problems.
5. Where a board operates both English- and French- language schools, the plan must address the needs of both linguistic groups. The sections may decide to submit two plans.

THE PROPOSED PLAN

Aim:

- Increase staff awareness about drug abuse.
- Identify department and school staff who will serve on support teams to inservice other staff members about drug abuse.
- Address the issue of drug abuse in our schools in a proactive and holistic manner.
- Develop staff attitudes which view drug abuse as socially unacceptable.

1. Establishing A Steering Committee

Under the mandate and direction of the Superintendent of Curriculum and Special Services, a steering committee will be established to:

- design an inservice plan
- provide input into the development and implementation of the plan
- monitor the success of the plan

The committee will be composed of:

- Superintendent of Curriculum and Special Services
- Assistant Superintendent of Special Services
- Adjustment Services Co-ordinator
- Physical Education & Health Co-ordinator
- Values Education Consultant

2. Seconding An Expert

The Addiction Research Foundation will be approached in order that one of their personnel may be seconded to co-ordinate and facilitate the inservice process. This person will report to the steering committee.

3. Activities:

A . Policy Development:

A Board committee with the assistance of the seconded person and other community experts will develop a policy which provides for:

- . preventative education curriculum
- . early intervention
- . disciplinary action
- . opportunities to promote alternative lifestyles

B. Brochure:

An information brochure will be developed by the Steering Committee with assistance from the seconded person and other community experts. This brochure will be distributed to all system personnel to promote awareness.

This brochure will serve as a basis for dialogue at Area and staff meetings.

C. Area / School / Department Support Teams

Interested individuals will be invited to participate in an in-depth workshop series in order that they may serve on area/school/department support teams to insert vice their colleagues. It is anticipated that each area/department will have a support team and where possible larger secondary/elementary schools may have their own.

Key personnel for support teams should come from the following staff:

- . Adjustment Counsellors
- . Guidance Counsellors
- . Health, Family Studies, Society and The Challenge and Science Teachers, Department Heads, Co-ordinators
- . School Social Workers
- . Public Health Nurses
- . Principals, Vice Principals
- . School Secretaries and Support Personnel
- . Librarians
- . Community Service Officers (Police)
- . Addiction Research Foundation Personnel
- . Community agencies which deal with drug abuse, prevention, intervention, postvention

D. Workshop Series To Train Support Teams

Outlined below are some topics that may be considered for a workshop series. The focus of any series will include an emphasis on instructional strategies, coaching and counselling methods, disciplinary action and promoting healthy alternative lifestyles.

*Where appropriate community experts will be utilized.

<i>Topic</i>	<i>Sub-Topics</i>
1. The role of the school in drug education	1. The school as an agent of society for assisting children and youth to develop into healthy and productive citizens. 2. School as a source of accurate information about the effects of chemical substances on the human body. 3. The teacher's role in drug education. Educational strategies. 4. Interrelationship between home, school and community in dealing with the problems of chemical substance abuse.
2. The pharmacology of drugs	1. Drug classifications, their effects on the body and attendant behaviors. 2. Types of dependencies. 3. Tolerance and cross-tolerance. 4. Untoward effects of chemical substances.
3. Models of drug abuse	1. The medical model 2. The legal model 3. The psychological model 4. The sociological model
4. The psychological aspects of drug abuse	1. Basic theories of personality 2. Peer pressure and personal values 3. Personal stress 4. Coping mechanisms, decision-making skills
5. Drugs and the law	1. Federal legislation 2. Provincial laws 3. Local ordinances 4. Legal aspects of search and seizure on school grounds
6. Marihuana	1. Theories of marihuana use 2. Health aspects of marihuana 3. Marihuana and the law 4. Medical research and marihuana
7. Alcohol and Alcoholism	1. The pharmacology of alcohol 2. Alcohol and health 3. Dangers of alcoholism 4. Prevention and control of alcoholism

*Topics**Sub-Topics*

- | | |
|--|---|
| 8. Tobacco and smoking | 1. Tobacco and the law
2. Reasons for using tobacco
3. Health implications of smoking (long and short term)
4. Prevention and control of smoking among children and youth |
| 9. The media and drug use | 1. Approach to individual needs through message appeals
2. Glorification of drug use, e.g., alcohol and tobacco
3. Developing resistance to media appeals
4. Psychological and social analysis of media messages |
| 10. Children of Alcoholics | 1. Identification
2. Developing strategies within the school environment
3. Working with students and their parents |
| 11. Developing A School Based
Substance Abuse Program | 1. Aims, objectives
2. Resources
3. Examining Curriculum
4. Evaluation |

E. Staff Awareness Sessions:

Using a cooperative learning jigsaw strategy, support teams will facilitate staff awareness meetings throughout the system. It is anticipated that each Area/School/Department will be involved in these sessions. Where appropriate support teams will utilize community resources to address particular needs.

F. Recommending Curriculum and School Based Programs

The Steering Committee with the support of the seconded person will identify and make recommendations about existing system curriculum dealing with drug abuse and other curriculum programs available to Boards of Education. As well the committee will explore various school based programs which have been successful in other jurisdictions. Through the workshop series, support teams will have an opportunity for input to any recommendations made for use of curriculum and/or school based programs.

4. Timeline (need to develop a 2 year timeline)

AGENDA

DEVELOPMENT COMMITTEE

1989 11 02

URBAN MUNICIPAL

OCT 31 1989

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the 1989 10 05 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Literacy Centre

NEW BUSINESS:

1. Presentation of Poster Series "The Courage to Remember" by Simon Wiesenthal Centre.
2. Report re Co-operative Education Program: - Pages 1 - 5
 - (a) New Directions for Co-operative Education for the 1990's
 - (b) Limeridge Mall Co-op
3. International Year of Literacy (1990) - Pages 6 and 7
 - A possible approach for the Hamilton Board of Education.
4. OPSBA Updates

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Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 11 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Co-operative Education Program

In October, 1989, the Ministry released a new provincial guideline for Co-operative Education in Secondary Schools. Over the last ten years, the Hamilton Board of Education has developed a Co-operative Education program in each of the composite and vocational secondary schools. In these programs, students receive one or two credits for learnings they acquire in a work place site. Each Co-operative Education site is carefully chosen, so that the on-site learning is an extension of an in-school credit course.

Bill Brown, the Co-operative Education Consultant, and Paula Pakozdy, Co-op Monitor for the Limeridge Mall Co-op, would like to make an oral presentation to outline:

- (a) some new directions in Co-operative Education for the 1990's (Appendix A).
- (b) Limeridge Mall Co-op: A futuristic example of Co-operative Education Programming.

RECOMMENDATION:

That this report be received for information.

Prepared by: Bill Brown, Co-operative Education Consultant
Paula Pakozdy, Co-op Monitor for Limeridge Mall Co-op

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON / 100 MAIN ST. WEST / HAMILTON, ONTARIO L8N 3L1
P.O. BOX 558
(416) 527-5092

POLICY AND PROCEDURES FOR CO-OPERATIVE EDUCATION

IN ONTARIO SECONDARY SCHOOLS: 1989

This document is a response to the need for more direction and specificity and is designed to focus on the quality of co-operative education program delivery. It provides specific direction for quality and excellence in the midst of rapid growth and expansion and at the same time allows for creativity and innovation as we develop future directions for out-of-school learning.

Secondary School Co-operative Education

The Philosophy and Direction

1. Primary focus: *Educational Learning Objectives*

- * School based across the curriculum approach
- * Direction for learning is the responsibility of the teacher and the school
- * While the success of co-operative education depends on partnerships with individuals outside the school the ownership for the program lies with the school

2. Secondary Objective: *Preparation for the World of Work*

- * Development of generic work skills
- * Opportunities for transition to employment

NOTE: Co-operative education is first and foremost an educational program. The link to the school through precourse counselling, preplacement orientation, individualized training plans, monitoring, integration and evaluation are important criteria that emphasize the philosophical direction and ownership of co-operative education.

POLICY AND PROCEDURES FOR CO-OPERATIVE EDUCATION

1. PURPOSE AND SCOPE

The document is designed to provide a framework for the implementation of co-operative education programs in the district. It is intended to guide the development of policies and procedures that will ensure the effective and efficient delivery of co-operative education programs to students. The document is intended to be a living document, subject to review and revision as needed.

2. GOALS AND OBJECTIVES

The Program's Goals and Objectives

Primary Goals: Educational Learning Objectives

- * To provide students with the opportunity to learn by doing, through the application of their knowledge and skills in a real-world setting.
- * To develop students' problem-solving and critical thinking skills through the application of their knowledge and skills in a real-world setting.
- * To provide students with the opportunity to learn from experienced professionals in the field.
- * To provide students with the opportunity to develop their communication and interpersonal skills through the application of their knowledge and skills in a real-world setting.

3. Secondary Objectives: Preparation for the World of Work

- * To develop students' career readiness skills, including self-awareness, self-management, and social skills.
- * To provide students with the opportunity to explore different career options and gain experience in a real-world setting.

NOTE: Co-operative education is a program that provides students with the opportunity to learn by doing, through the application of their knowledge and skills in a real-world setting. The program is designed to provide students with the opportunity to learn from experienced professionals in the field, and to develop their communication and interpersonal skills through the application of their knowledge and skills in a real-world setting.

Key Factors Stressed in the Policy Document

1. The integrity of the credit earned through the co-operative education mode.
2. Co-op as a school-based program first, not as a community based job training program.
3. Teacher monitors should be knowledgeable in both the subject area and in co-operative education.
4. The importance of preplacement orientation and integration activities.
5. The importance of individualized training plans as the key component of the out-of-school curriculum.
6. Co-operative education as an enhancement to learning for all students.

SECTIONS

Preface - outlines the stages in co-operative education program development and suggests future directions.

Introduction - provides a definition of co-operative education, an overview of the stages of program delivery, focuses on co-operative education for all students with appropriate skill and maturity level and encourages the development of other forms of experiential learning that may lead to co-operative education.

Program Components and Procedures - focuses on the day-to-day operation of co-operation education program delivery as it relates directly to students.

Special Considerations - focuses on special issues related to co-operative education program delivery.

Program Management and Administration - outlines procedures and policies related to the overall administration of co-operative education programs.

Acknowledgements - a list of the individuals involved in the project committee, advisory committee and French-language adaptation in committee.

LIME RIDGE MALL MARKETING CO-OP PROGRAM

The Lime Ridge Mall Marketing Co-op Program is a four credit package offered on site at Lime Ridge Mall. This successful program has been in operation since September, 1984. The credits which students obtain are Grade 12 Retailing, World of Work and two Retail related Co-op credits. Although students leave their home school for one semester and attend classes and experience their Co-op at Lime Ridge Mall, they remain on their home school roll. The program is open to students in grades eleven and twelve and to adults looking for a way to finish off diploma requirements or interested in doing some intensive career exploration.

This program is aimed at four different types of students:

- 1) students who think they are interested in a career in retail (50% of the student enrolled in this program pursue Marketing related careers - 50% do not - they change career direction, while still getting four credits, excellent job experience and their foot in the door. 90% of my students obtain part time employment.)
- 2) students who do not know what they want to do with their future and need a semester to do some intensive career exploration.
- 3) students who need a change for a semester. They have a high rate of absence and are bored with the traditional school setting. A semester at Lime Ridge has proven to rejuvenate this individual, giving them the motivation to finish off diploma requirements.
- 4) adults looking for a way to finish off diploma requirements and do some intensive career exploration.

To date, over 50 mall merchants have shown enthusiastic support for this program. Each semester, each student receives two Co-op placements and all merchants have developed valid training profiles. The mall setting serves as a vehicle for total immersion in Retail and allows me to use all possible resources i.e. store tours, hands on display workshops and mall personnel as guest speakers to discuss various career options and opportunities with students.

The program clientele consists of 50% high risk students (i.e. re-entry, non-attenders, adults) and 50% "regular" grade 11 and 12 students. 65% of my students come from single parent families. 25% live on their own. 40% feel that they are social outcasts. They have low self esteem and lack many social skills. 40% of my students have severe attendance problems. Alcoholism and violence are prevalent in some of their home environments.

THE FINE ARTS MUSEUM OF THE CITY OF NEW YORK

The Fine Arts Museum of the City of New York is a public institution dedicated to the collection, preservation, and exhibition of works of art. The museum's collection includes paintings, sculptures, and decorative arts, spanning from ancient times to the present. The museum is located at 1000 Fifth Avenue, New York, New York, and is open to the public. The museum's mission is to provide a high-quality, accessible, and inspiring experience for all visitors. The museum's collection is one of the most comprehensive in the world, and it is a source of pride for the City of New York. The museum is a place where art is celebrated and where the public can enjoy the beauty and power of the human imagination.

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The Lime Ridge Mall Marketing Co-op Program should be offered for many reasons:

- Students succeed, when they are given an alternative to the traditional way of earning credits.
- Students obtain many new learning experiences as well as good employer references.
- Students have a sense of belonging to a group that shares common problems and goals.
- Students experience success through achievements at work and at school because the curriculum is more closely suited to their needs and abilities.

This program has benefited the Board of Education through retention of students. The Board has been able to keep abreast of trends in Business and Marketing thus revising and re-evaluating program and courses. The Board will be complying with the new Co-op guideline, issued by the Ministry of Education. The Board will stay competitive with other Boards by giving students the so called "Education of the Future".

Many students will experience five to seven different career changes and jobs throughout their working years. Many will work well beyond the age of 65. We must ask ourselves if we are adequately preparing these students for their future. It is the Board's responsibility to continually strive for creativity, innovation and change so that we can assist students in career education and in their transition from post-secondary employment and further education.

Submitted by: Paula Pakozdy
Teacher/Co-ordinator
Lime Ridge Mall Marketing Co-op Program

October 25, 1989

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1989 11 02

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: International Year of Literacy -- 1990

As you no doubt know, the United Nations has declared 1990 the International Year of Literacy.

In preparing for this, the curriculum department would like to make a brief presentation to include:

- (a) definitions of literacy;
- (b) a look at the Southam Survey Report, Broken Words;
- (c) a brief look at the complexity of language learning and literacy;
- (d) an overview of our current program, JK-OAC.

We would like to develop materials for trustees, parents and the public during 1990 that would answer basic questions, and provide information about language programs in the Hamilton Board of Education . Please use Appendix A (attached) to note some of your questions. We will collect them as a starting point.

We are planning a large scale Curriculum Department presentation on literacy for the spring, and would appreciate your support.

RECOMMENDATION:

That the report be received for information.

Prepared by: Diane Rawsthorn, Primary/Junior Co-ordinator
Gwen Mowbray, English Co-ordinator

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education

APPENDIX A

Please list below any questions you have regarding Literacy.

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There are some very interesting facts regarding the



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